DOCUMENTARY HISTORY

OF

EDUCATION IN UPPER CANADA

(ONTARIO)

1868,-69

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DOCUMENTARY HISTORY

OF

Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XXI., 1868-1869.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

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PREFATORY NOTE TO THE TWENTY-FIRST VOLUME.

The various events recorded in this Volume are of special interest, both educationally and personally. The years in which they occurred were the first of the transition period which marked the political severance of Upper and Lower Canada, and our becoming the self-governing and independent Province of Ontario, under the Confederation Act of 1867.

The personal events recorded were largely influenced by the new state of things, and were the significant precursors of events which led to the final retirement of the Reverend Doctor Ryerson from office in 1876.

The first of these personal events was Doctor Ryerson's proposal in 1868 to retire in favour of a Cabinet Minister of Public Instruction. The second of these personal events was the unexpected, and somewhat peremptory, proceedings of the new Provincial Treasurer in directing, without notice to, or consultation with, Doctor Ryerson, that the payment of all School Moneys, heretofore made by him, (and for which he was under heavy Bonds with Sureties,) should in future be made by the Provincial Treasurer.

Feeling that this Act had not the usual official sanction of the Lieutenant-Governor in all of such cases, Doctor Ryerson appealed against it to the Governor-in-Council, as being contrary to the express provisions of the School Act in the matter. The Attorney General, (J. Sandfield Macdonald) had, however, (without Doctor Ryerson's knowledge,) assumed the act of the Treasurer as that of the Government, and required Doctor Ryerson to withdraw his appeal, on pain of dismissal. As Doctor Ryerson was absent, holding County School Conventions, I saw Mr. Macdonald and Mr. M. C. Cameron, (Provincial Secretary,) several times on the subject, but without effect. I, therefore, sought, by strong personal appeals to Doctor Ryerson, to induce him to withdraw his Letter, and was, at length, finally successful. Thus the matter ended.

The educational event which, however, awakened the greatest public interest, and led to a good deal of discussion in the Newspapers and by the Representatives of the outlying Colleges, was the unexpected and final withdrawal by the newly organised Provincial Government of the usual yearly Parliamentary Grant to these Colleges, which had hitherto been made by the Government of United Canada.

Appeals were made to that Government to make compensation for the failure of the Provincial Government to carry out the practically implied guarantee of the unrepealed University Act of 1853 that these Grants were to be relied upon as a certain source of income in the future. So strong was the feeling on the part of the aggrieved Colleges in this matter that their Representatives held Public Meetings and published pamphlet Appeals on the subject; and finally the whole question led to a protracted debate in the House of Assembly,—the final result of which was that action of the Pro-

vincial Government, in refusing to make the Grants in the future, was endorsed by a large majority of the Members of the House.

The question of improving the condition of the Grammar and Public Schools of Ontario, which had occupied the attention of the House of Assembly in 1868 and 1869 was again under consideration in 1870, 71, and, after an animated discussion on the general question, led by the Honourable Edward Blake, (who afterwards published his Speech on the subject,) the comprehensive School Bill prepared by Doctor Ryerson was passed, and became the law of the land in 1871. This Act not only largely improved the status and condition of the Grammar and Public Schools, and their general machinery, but also provided for the establishment of a superior class of High Schools and also of Collegiate Institutes, or practically local Colleges, in various parts of the Province.

This Volume also contains two very extensive Reports by Doctor Ryerson,—the one on "The State of Education in Europe and the United States of America," and the other an account of the various Institutions in the same Countries for the care and education and training of the Deaf and Dumb and Blind. Very soon after the publication of this Report the Provincial Government established a Institution for the Blind at Brantford, and another at Belleville for the Deaf and Dumb. Another Chapter in the Volume contains an extended Report by Commissioners appointed by the Minister of Public Works on the Technical and other Scientific Schools in the United States. This Report led to the establishment of a Technical College by the Provincial Government, which afterwards became the School of Practical Science in connection with the University of Toronto.

TORONTO, 20th December, 1907. J. GEORGE HODGINS,
Historiographer of the Education Department of Ontario.

CONTENTS OF THE TWENTY-FIRST VOLUME.

PAGE.

CHAPTER I. PROCEEDINGS OF A SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY ON THE UPPER CANADA COLLEGE, THE GRAMMAR AND COMMON SCHOOLS, AND OF THE EDUCATION DEPARTMENT 1

I. Evidence given before the Committee by the Reverends Doctor Barclay, Doctor McCaul, and Doctor Ryerson 5

CHAPTER II. REPORT ON THE EDUCATION DEPARTMENT BY A SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY, 1869 30

I. Report of a Sub-Committee on the Education Department and the Educational Depository 31

II. *The Globe* on the Education Committee and Doctor Ryerson. His Reply to the Editor 32

CHAPTER III. DEBATE IN THE HOUSE OF ASSEMBLY ON THE WITHDRAWAL OF THE LEGISLATIVE GRANT TO THE DENOMINATIONAL COLLEGES, 1868, 1869 33

Speeches by Messieurs Clark, Fraser, Cumberland, Beatty, Rykert, Coyne, Blake, Lauder, McGill, and Swinarton 34

CHAPTER IV. SPECIAL REPORT ON THE SYSTEMS OF EDUCATION ON THE CONTINENT OF EUROPE, IN THE BRITISH ISLES, AND THE UNITED STATES OF AMERICA. BY THE REVEREND DOCTOR RYERSON, 1868 52

I. Education in France, Prussia, Holland, Switzerland, Belgium, German States, Wurtemburg, Bavaria, Saxony, Austria, Denmark, Norway, Sweden, Italy, Spain and Portugal 55

II. Education in the British Isles: Ireland, Scotland and England 100

III. General Observations on the Systems of Public Instruction in Europe 112

IV. Compulsory Education in Europe 114

V. Education in the United States of America 116

VI. Remarks on the United States Systems of Public Education ... 132

VII. The London *Times* on Doctor Ryerson's Report on Systems of Education in Europe and the United States of America 136

CHAPTER V. PROPOSED RETIREMENT OF THE CHIEF SUPERINTENDENT OF EDUCATION IN FAVOUR OF A CABINET MINISTER OF EDUCATION 138

I. Letter from the Chief Superintendent to the Provincial Secretary 138

II. Letter from the Provincial Secretary, declining to accept Doctor Ryerson's Resignation 140

III. Letter from Doctor Ryerson to the Provincial Secretary 141

CHAPTER VI. COUNTY SCHOOL CONVENTIONS AND THEIR PROCEEDINGS, 1869 142

I. Circular from the Chief Superintendent, giving Schedule of his Proposed Visits to the Counties 142

II. Report of the Proceedings of the Conventions. By the Chief Superintendent of Education 143

CHAPTER VII. A CRISIS IN THE EDUCATION DEPARTMENT AFFECTING DOCTOR RYERSON AVERTED 144

I. Letter from the Chief Superintendent to the Provincial Secretary on the Provincial Treasurer's Proceedings in Regard to Him ... 145

II. Letter from the Provincial Treasurer to the Chief Superintendent, directing all Accounts to be sent to him in future for payment ... 148

III. Letter of Appeal to the Provincial Secretary, against the Treasurer's Action 150

IV. Financial Correspondence with Departments of the Government, and Replies. (Three Letters) 153

PAGE.

V. Letters from the Provincial Secretary in Regard to the Action of the Provincial Treasurer and Replies by Doctor Ryerson. (Four Letters) 154

CHAPTER VIII. PERSONAL CORRESPONDENCE WITH DOCTOR RYERSON TO INDUCE HIM TO WITHDRAW HIS LETTER OF APPEAL AGAINST THE TREASURER'S ACTION 158

NOTE. This Correspondence included Twenty-six Letters and Telegrams between J. George Hodgins and Doctor Ryerson.

CHAPTER IX. REPORT ON INSTITUTIONS FOR THE DEAF, DUMB AND BLIND IN EUROPE, AND THE UNITED STATES, WITH SUGGESTIONS FOR THEIR ESTABLISHMENT IN ONTARIO, 1868 168

I. Letter to the Provincial Secretary from Doctor Ryerson 168

II. Institutions for the Deaf, Dumb and Blind in Europe and the United States 175

CHAPTER X. RETURN IN REGARD TO THE SALARIES AND EMOLUMENTS OF THE OFFICERS IN THE EDUCATION DEPARTMENT OF ONTARIO, (ORDERED BY MR. BLAKE) 192

I. SECTION NUMBER ONE OF THE RETURN 195

1. Letter of the Chief Superintendent to the Provincial Secretary, Enclosing a Memorandum by J. George Hodgins 197

II. Section Number Two of the Return 200

III. Section Number Three of the Return 200

1. Memorandum from the Deputy to the Chief Superintendent of Education 201

2. Supplementary Memorandum to the Chief Superintendent in Regard to the Construction of Maps, with appended Papers A and B 205

3. Memorandum of three Officers of the Education Department 213

IV. Section Number Four of the Return 216

V. Section Number Five of the Return 217

VI. Letter from the Provincial Secretary to the Deputy Superintendent, enclosing one from Mr. Blake 217

VII. Reply to the foregoing Letter by the Deputy Superintendent ... 218

VIII. Letter of the Deputy Superintendent to the Editor of *The Globe* 219

IX. Letter from the Chief Superintendent to the Provincial Secretary, enclosing a Memorial from Officers of the Education Department to the Lieutenant-Governor, with acknowledgment 221

X. Letter from the Chief Superintendent to the Provincial Secretary on the Construction of Maps, with Reply 222

CHAPTER XI. PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1869 223

I. Report of a Committee on Upper Canada College 225

CHAPTER XII. PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS 231

I. The Methodist Church, Representing Victoria University 231

1. Proceedings of the Board of Victoria College 231

II. The Presbyterian Church, (of Scotland), Representing Queen's University 233

1. Proceedings of the Board of Queen's College, 1869 233

(1) Statement of the Revenue and Expenditure of Queen's College, 1869 239

2. Proceedings of the Senate of Queen's University, 1869 240

3. Report of the Executive Committee for the Endowment of Queen's College 242

4. A Plea for Legislative Support of Denominational Colleges, in three Papers 245

PAGE.
5. Annual Report of Queen's College to the Synod 259
III. The Church of England, Representing Trinity University, 1868-69, 261
IV. The (Free) Presbyterian Church, Representing Knox College 263
1. Educational Proceedings of the Synod of the Church 263
2. Report of the Board of Management of Knox College 266
3. Receipts and Expenditures of Knox College from May, 1868, to April, 1869 268
CHAPTER XIII. PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1869 269
CHAPTER XIV. EDUCATIONAL FEATURES OF THE VISIT OF PRINCE ARTHUR TO CANADA IN 1869 273
Prince Arthur's Visits to Educational Institutions in Quebec and Ontario 273
CHAPTER XV. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT IN ONTARIO IN 1869 281
CHAPTER XVI. DISPROPORTION IN THE LEGISLATIVE GRANT TO SOME GRAMMAR SCHOOLS IN 1869, AS COMPARED WITH THAT OF 1868. THE CAUSES 285
NOTE. Four Letters on the subject.
CHAPTER XVII. THE ONTARIO TEACHERS' CONVENTION IN 1869 288
I. Address by the Reverend Doctor Nelles, President 288
II. Proceedings of the Convention 294
III. Discussion on the Proposed Grammar and Common School Bills... 301
IV. Discussion on the Proposed High Schools and Collegiate Institutes 306

CHAPTER I.

PROCEEDINGS AND REPORT OF A SELECT COMMITTEE OF THE HOUSE OF ASSEMBLY ON THE UPPER CANADA COLLEGE, THE GRAMMAR AND COMMON SCHOOLS AND OF THE DEPARTMENT OF EDUCATION FOR UPPER CANADA.

On the 16th of November, on motion of Honourable Attorney-General J. S. Macdonald, a Select Committee was appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction; with power to send for persons and papers, and to report thereon, composed as follows:—Honourable M. C. Cameron, Messieurs Craig, (Russell), Boyd, Blake, Christie, Crosby, Cumberland, Ferguson, Ferrier, Greely, Lauder, Monteith, McDougall, McGill, McMurrich, Pardee, Beatty, Rykert, Shaw, Scott (Ottawa), Sinclair, Tett, and Williams (Durham).

It was at Doctor Ryerson's very special request that inquiry into the working of the Education Department was included in the motion.

On the same day, on motion of Mr. R. Christie, a Select Committee was appointed to consider the disendowment of Upper Canada College, and also the several petitions presented to this House, praying therefor; with power to send for persons and papers, and to report thereon;

Honourable Attorney General Mcdonald moved in amendment, "That all the words after 'that' in the motion be expunged, and the following substituted in lieu thereof:—"the Petitions presented to this House respecting Upper Canada College, be referred to the Special Committee, appointed to examine into the working of the Common and Grammar School System of Ontario, and into the Department of Public Instruction, and that Messieurs Christie and Shaw be added to the said Committee;" And the amendment, having been put, was carried. The original motion, as amended, was then put, and carried.

I have already given the material parts of the Reply, made before this Committee by the then Principal of Upper Canada College, to the Report on the College, which had been published by the Grammar School Masters' Association. I also give the substance of (and, in most cases,) the entire Proceedings of the Committee, (so far as I have been able to obtain copies of these proceedings,) which took place in the month of January, 1869.

At one of the first meetings of the Select Committee the Reverend Doctor Ryerson was requested to attend and give such information in regard to the subjects to be considered by it. This he did on the 16th of December, 1868. I have not been able to obtain a copy of the proceedings of that Meeting, but, among the papers in the Education Department, was the following statement of what took place at that Meeting.

The Reverend Doctor Ryerson addressed the Committee, remarking upon the nature and objects of the principal provisions of the Common and Grammar School Amendment Bills,—upon the development of the System of Public Instruction,—upon the change which he had proposed in the Department,—and his retirement from its administration.

Referring to the Common School Amendment Bill, Doctor Ryerson stated that in January, February and March of 1866, he made his last official Tour of Upper Canada, and consulted the people at County School Conventions as to the provisions desired for further simplifying and improving the School Law. At the close of that Tour he prepared a Draft of Bill to give effect to the recommendations of the Conventions, and proceeded to the Seat of Government to get the Bill passed by the Legislature then in Session; but, as that was expected to be the last Session of the Legislature of United Canada, it was suggested and agreed upon, to leave the School Law of Upper Canada to be considered by the proposed Upper Canada Legislature after the Confederation. Three leading provisions of the now proposed Common School Amendment Bill were pronounced upon by the County Conventions, whose proceedings were given in the Annual School Report for 1866. In regard to "Township Boards of Education," of forty County Conventions, twenty-five formally expressed a desire to adopt the principle of Township Boards; in one Meeting the Resolution affirming the principle was lost, and ten passed Resolutions in opposition to that principle.

Although a large majority of the Conventions expressed themselves in favour of Township Boards, yet, as the minority opposed to them was so considerable, he (Doctor Ryerson) had only proposed to make the establishment of them permissive, on the vote of a majority of the School Sections in a Township, instead of requiring a unanimous vote, as the law now requires.

In regard to County Boards of Public Instruction, "Of the forty County Conventions, thirty-five affirmed the principle of appointing Boards of Examiners for each County by the Governor-in-Council; also of uniform Examination Papers and simultaneous Examinations. The others took no action on the question, or did not report their proceedings."

In the proposed Bill, it was provided, that each County Board of Examiners, (now consisting of all the Grammar School Trustees and Local Superintendents of a County,) should consist of members with prescribed qualifications, but appointed by the County Council, as at present.

Respecting what has been called "Compulsory Education," of forty County Conventions, thirty seven affirmed the principle of the duty of the State to render penal the neglect of Parents to avail themselves of the opportunities afforded for the education of their children. Two Conventions declined to take any action on the matter, and three have not reported their proceedings.

The Bill, as approved by the Committee, after Doctor Ryerson's explanation, provided for the application of this principle in the most lenient and liberal manner possible.

As to having properly qualified County Superintendents, instead of numerous and often unqualified Local Township Superintendents, Doctor Ryerson stated that there was scarcely any difference of opinion, as also against sudden changes in the boundaries of School Sections, and on enabling School Sections to provide Teachers' Residences.

In regard to frequent changes of Teachers, he stated that all persons of experience in all Countries where it was allowed, admitted the evil of it. In the most free and locally republican Countries in Europe, Holland and Switzerland, (in addition to all the German States), this was provided against; and what was proposed in the Bill suggested a remedy for the evil in the most modified form, and only after the Teacher had proved his efficiency by a six months' Trial. A County Superintendent had nothing to say in the employment of a Teacher, and would, of course, desire the removal of any inefficient one. Besides, whatever power was given to a County Superintendent in this and other

matters of difference, was a protection against wrong; and in any and every case, in which the decision of the County Superintendent was objected to, there was the right of appeal by the dissatisfied party to the Head of the Department, and from him to the Governor-in-Council, and thence to Parliament, and that without expense to any party complaining.

In respect to proposed minimum Salaries of Teachers, Doctor Ryerson showed from the statistical Tables of his last Annual Report, that the average of the Salaries of Teachers in all the Cities, Towns and Villages, (with slight exceptions,) was above the minimum proposed, as was the case in a large number of Counties, such as Prince Edward, Ontario, York, Halton, Wentworth, Brant, Oxford, Waterloo, Wellington, Elgin, Kent and Lambton; and in many other Counties the average of salaries fell only a few dollars below the proposed minimum; besides, an additional appropriation had been made to aid Schools in new and poor Settlements.*

In the establishment of Free Schools by law, provision must be made to secure the employment of Teachers who are competent to teach all the residents under 21 years of age each of the prescribed subjects of a Common School Education, for it is unjust to compel any man to support a Common School in which a Teacher is employed less advanced than some of his own children in Common School subjects, and in which his children can learn nothing.

Doctor Ryerson then proceeded to remark upon the provisions of the present Grammar School Amendment Bill after which he requested permission to refer to matters more personal to himself and to the Department which he had administered for nearly a quarter of a century. He then glanced at the progress of our School System since 1844, in regard to School Houses, Teachers and Text-books. The provisions which had been made for supplying the Municipalities and Schools with Text-Books, Globes, Maps, Apparatus, Prize Books, and Libraries; the gain to the Province by these arrangements; the fact that during the sittings of the Committee, the average, sum received at the Department from School Corporations for School Apparatus and Prize Books, amounted to $200 per day,—so that an average of Four hundred dollars worth of such School Requisites was supplied per day by the Department. He then referred to the Normal and Model Schools, Museum and Grounds, the culture and productions of which were not merely ornamental, but designed and used to illustrate the teachings of the Schools in Botany and Vegetable Physiology.

Referring to the appointments in the Normal and Model Schools, and the Department, Doctor Ryerson said that they had been made impartially, without reference to sect, or party, according to character and qualifications, and all on a six months' trial. He remarked upon the ability and qualifications of the Officers in charge of different branches of the Department; that he had never, during more than twenty years, in nearly 100 appointments, selected any relative, or any one, except on trial,—that he would not leave to his Successor the legacy of a single Relative, or incompetent, or useless Clerk, in the Department.

As to the expenses of the Department, he remarked that all the Buildings had been erected, and operations of the schools and of every branch of the Department, had been carried on within the estimate originally made; that no second application had been made to Parliament for the same thing; and that every Parliamentary Grant asked for had been made by the unanimous vote of the Representatives of the people; that although the duties and business of the Department had greatly increased, the expenses of it, by improved methods of management, had not increased during the last ten years; that, while in 1858, the expenses of the Department were $15,124, in 1867 they were $14,353,—including the salaries of the Chief Superintendent and all the Subordinate Officers, as well as all Contingent expenses; that Upper Canada has nearly 1,000 schools more than Lower Canada, and nearly double the number of Pupils, while the Ontario Department cost $2,400 less than that of Quebec for 1866, 7, and on an average $1,100 per annum less during the last twelve years.

* For reference to the subject of the minimum salaries of Teachers see note on page 251 of the preceding Volume of this History.

Doctor Ryerson alluded to, and named, a number of men who had been raised up by means of the Normal and Model Schools, and in connection with the Department, some of whom had already acquired distinction, and through whom the system of Public Instruction could be carried on when he ceased to be connected with it. He also referred to the impartiality of his administration; but two only of his numerous decisions had been appealed against to the Governor-in-Council during the last twenty years, and in both instances they had been sustained.

Alluding to the Council of Public Instruction, Doctor Ryerson defended it from objections which had been made against its personnel, and he pointed out the important services which the Council had rendered to the Educational system of the Country.

Concluding with reference to his own proposed retirement from office Doctor Ryerson stated, that it had been moved in no paper, nor suggested by any other person than himself; that he had mentioned to the Canadian Commissioners in London early in 1867 the creation of the Department of Public Instruction as one of the Executive Departments, but had been recently informed by one of them—a Member of the Government—that they had conversed about it, but had resolved not to interfere with him, as long as he, who had founded the School System should preside over it,—that at his age, and after so long a period of labour, he desired release from the burden and cares, of office; that there were wants in the Literature for Schools and for youth that he thought he could do something towards supplying; that he had long cherished one ambition, which had not been gratified,—that of being the Historian of his Country,—that he wished it possible to erect, an Historical monument of justice to those noble and princely Loyalists who, in sacrificing their homes and property, and hazarding their lives for the sake of principle, and laying the foundations of our Country, endured more sufferings, and evinced more courage, than even did the famed Pilgrim settlers of New England. He also desired to trace the rise and development of our present system of popular government,—having written the first article even published in Canada in favour of Equal Rights and privileges among all Religious Persuasions, and published the first paper, defining and expounding the principles of Responsible, Government. His own personal wish was to be relieved from all connection with public life; but, when objection had been made against the Country's losing the advantage of his long study and experience in regard to the school economy of Government, he had expressed his readiness to continue his connection with the Council of Public Instruction, and do what he could for the Country whose property he still, as ever considered himself to be.

In conclusion, by the permission of the Attorney General and the Provincial Secretary, he read to the Committee the copy of a Letter, which he had addressed to the Government, in regard to the Department of Public Instruction and his retirement from it.

Before the Committee adjourned a cordial vote of thanks was moved and unanimously adopted for Doctor Ryerson's attendance at the sittings of the Committee, and the information and assistance which he had given on the various subjects of their deliberation. The Chairman, (the Honourable M. C. Cameron,) presented in complimentary terms the thanks of the Committee, to which Doctor Ryerson gratefully responded, expressing the hope at the same time that the Committee would examine thoroughly into the working of the Education Department, and report the result.

PROCEEDINGS OF THE EDUCATION COMMITTEE OF THE HOUSE OF ASSEMBLY, JANUARY, 1869.

January 13th, 1869. Mr. Robert Christie laid before the Committee certain documentary evidence which he had obtained in support of the allegations which he had made against Upper Canada College, as follows:—

I. That in the endowing of Upper Canada College the Grammar School Reserves granted in 1797 were illegally diverted from their original purpose.*

*It will be seen that, by an Act passed in 1839, 250,000 acres of Crown Lands were granted to the Grammar Schools, to make up for this diversion of the portion of the original Imperial Grant for them. See page 283 of the preceding Volume of this History.

II. That the property of the Home District School, now the Toronto Grammar School, was illegally appropriated to the use of Upper Canada College.*

III. That the rapid exhaustion of the University Endowment is chiefly due to the advances made in Upper Canada College, and that these advances were being made as lately as 1860.

IV. That the impartial administration of University affairs has been most injuriously affected by the influence of Upper Canada College in the University Senate, as illustrated by the appointment of Upper Canada College Masters Examiners of their own, and rival, Pupils for University Honours.† Seventeen such appointments having been made during the eleven years ending 1866.

V. That Upper Canada College is a union of a Grammar with a Common School, conducted at an expense immensely greater than that of any similar institution in the Province.

VI. That the Grammar School work done in Upper Canada College does not, to any appreciable extent, differ from the work done in the better class of our Grammar Schools.‡

VII. That the present total attendance of Upper Canada College is altogether disproportioned to the annual amount withdrawn from the Grammar School Endowment ($12,500,) for the support of the Institution.

VIII. That the attendance of Pupils is mainly derived from Toronto, thus completely divesting Upper Canada College of all claim to be regarded as a Provincial Institution.

January 15th, 1869. The Committee met on this day, when the Honourable M. C. Cameron in the Chair. The Reverend Doctor John Barclay was present, and stated that he was a Toronto Grammar School Trustee and had occasion to interest himself in regard to the question of the claim of Upper Canada College to the Toronto Grammar School Property. His further statement, in regard to this matter, was in substance that which is given in detail on pages 205-211 of the Eleventh Volume of this Documentary History, so that it is not necessary to repeat it here. Doctor Barclay then proceeded:—

The Home District School in York was instituted about 1808. Whether it went into operation then I have no means of knowing.

Questions.—What do you understand to be the peculiar function of Upper Canada College, as distinguished from those of the better class of Grammar Schools.

Answer.—I have always understood that Upper Canada College, when it was instituted, was intended to discharge the functions partly of a College, partly of a Grammar School and partly, I might almost say, of a Public School. Our Grammar School Masters have complained that Pupils, who have presented themselves for admission into the Grammar School, and who were rejected by the Grammar School Inspector, have gone to Upper Canada College and have been admitted there. There is no doubt that the Grammar Schools competed at a disadvantage with Upper Canada College as the better endowed Institution. I cannot say how many pupils in consequence of this have gone to Upper Canada College who might have come to us.

Question.—Does not the practice of paying to Upper Canada College a very large sum of Public money, irrespective of the attendance and the work done, exert an unfair discrimination in favour of that Institution, as against the other Grammar Schools of the Province.

* This matter is explained in Chapter XXXVI on pages 205-211 of the Eleventh Volume of this Documentary History. See also page 91 of the Fifteenth Volume.

† This is denied by the Principal of the College in his reply to the Report of the Grammar School Masters. See page 284 of the preceding Volume of this History.

‡ On this point see page 285 of the preceding Volume of this History, on which it is shown that scientific subjects taught in the College gave it an advantage over the best of the Grammar Schools.

Answer.—I should think it does. For example, a Pupil of the Grammar School is probably taken away from the Grammar School and sent to Upper Canada College, induced by the fact that he can obtain a Scholarship there. That is one way in which the better Endowment of the College operates against the Grammar Schools. Still, I always would admit that Upper Canada College may be doing a good work, and in the best way, notwithstanding I know there have been a number who have gone from the Toronto Grammar School to Upper Canada College and taken a Scholarship. They have been admitted to the highest, or some advanced, Form, in the College when they went there, having been 1, 2 or 3 years in the Grammar School, as the case might be, before going to the College. There are no Scholarships in the Grammar Schools, except in the way of a free education for a certain number of lads coming from the Public Schools. When the Pupils of the Grammar Schools have passed through Upper Canada College to the University and taken honours there, it has been a matter of complaint that the Masters of the Grammar Schools that they have not got their share of the credit for this which belonged to them.

I have not information precise enough to enable me to say whether the best pupils that have gone from Upper Canada College to the University have gone there from the Grammar Schools. I know some very distinguished Students have gone to the University through Upper Canada College who have come from the Grammar Schools,—the lad Ryrie was one of the most remarkable instances. If these Scholarships were given, so as not to take away the Pupils from the Grammar Schools I think a great deal of the objection would be removed.

Answer to a question proposed by Mr. Christie.—I presume the holders of these Scholarships must attend Upper Canada College in order to enjoy them. If Upper Canada College was made amenable to the Grammar School Act, it would certainly have the effect of diminishing the number of its Pupils. Scarcely a term begins in the Toronto Grammar Schools but there are a number of applicants who cannot pass the Examination. They may attend for a few weeks and are dismissed, at all events, they are not taken into account in apportioning the payments to the School. The Master admits them, subject to the approval of the Inspector afterwards.

Answer to a Question by Mr. Macdougall.—I should prefer that a Boy, who commences his studies with a view to a University Education, should have a good English education as a preliminary to taking up the Class.

Answer to a Question by Mr. Rykert.—It was my understanding that, when the Toronto Grammar School was instituted, it had a claim to all the property which is now in the hands of Upper Canada College, as the College was opened in that Grammar School. It was on the establishment of Upper Canada College that the property was transferred to that Institution; but when the Toronto Grammar School was re-instituted, we thought public policy would have dictated the propriety of reconveying the property to the School. This was not done, but the Grammar School was left in actual possession of that portion of Block D., on which it stood. I have no distinct recollection of an investigation by a Committee of the House in 1852.

Question by Mr. Rykert.—I understood you to say that the Grammar School became involuntarily a Tenant of Upper Canada College. If the Trustees believe they had a legal right on the land, why did they not prosecute the claim.

Mr. Christie.—They did prosecute the claim and were successful in it.

Doctor Barclay.—Yes. They were successful in recovering a portion of the land. We laid our claim before the Government in 1854 and had several Communications with the Government down to 1858. I myself went to Quebec, carrying with me a Memorial on the subject and Lord Elgin handed it to the Attorney General to report upon it. I had a copy of that Document but it has gone missing. The Attorney General admitted that we had a very proper moral claim, at all events that as the Institution was in existence it ought not to be dispossessed of its property, but he recommended that, instead of attempting to disturb the sale of the lands, the balance of it, that part

which we possessed, should be confirmed to us, and that was done. It was done by a Deed. The Grammar School has, since that time, considerably increased in efficiency. Many years ago we used to receive sometimes £300, sometimes £400, sometimes £500, now we receive about $1,000. from the Grammar School Fund and an equal amount from the City Funds. I cannot say whether more of our Grammar School boys have gone through Upper Canada College to the University than have gone directly from the Grammar School to the University. Some have gone both ways. I do not know that as a Board we ever occupied any hostile position towards Upper Canada College. I believe Upper Canada College is doing a very good work.

Mr. Scott of Ottawa.—I understood you to say that there was some property over and above that on which the Grammar School Building stood which was absorbed by the Government and Upper Canada College.

Honourable M. C. Cameron.—In connection with this point, you can see, from the statement submitted by Mr. Cockburn, Principal of Upper Canada College, that a copy of a Deed, dated the 28th of November, 1834, by which Block D was conveyed to the Chancellor, President and Scholars of King's College, in trust for the benefit of Upper Canada College.*

Mr. Christie.—I understood you to say that this portion, which was claimed by the College had been held by the Grammar School until the time that you became Trustee.

Doctor Barclay.—I became Trustee in 1843. Upper Canada College was instituted I think in 1829. The new Board of Trustees, who took charge of the Grammar School when it was re-established after the College was removed from it, was appointed, I think, about 1834.

The Honourable M. C. Cameron.—1834 is the date of this Conveyance. You have said that the Grammar School competes at a disadvantage with the better endowed Institution.

The Reverend Doctor Barclay.—Yes. At the same time I am aware that there are many Pupils who have come to Grammar Schools, who would not be likely to have gone to Upper Canada College.

The Honourable M. C. Cameron.—The Grammar School you consider essential, as well as Upper Canada College, or would the Grammar School do the duties of both as satisfactorily as the two institutions do now?

The Reverend Doctor Barclay.—That would depend very much on the number of Masters, the standard of education, etcetera. We have always been encouraged to keep up the Grammar School from a want felt for it on the part of many Persons in the City of Toronto, and I am told that, when it was discontinued in 1834, there was an "indignation Meeting" held on the subject, and on that taking place, the Grammar School was reopened. It had been discontinued, as I understand it, in order that Upper Canada College might do the work of the Grammar School.

To Mr. Rykert.—I have heard it stated that Upper Canada College commenced its operations in the Grammar School Building.

Mr. MacDougall.—Presuming that the suggestion of Doctor Ryerson to make Grammar Schools High Schools shall become law, would it, or would it not, be in the interests of higher education to have an Institution, or Institutions, for the training of Boys from the Country for Provincial Universities.

The Reverend Doctor Barclay.—Doing strictly Grammar School work?

Mr, MacDougall.—Preparatory for the University.

The Reverend Doctor Barclay.—I should think so.

Mr. Beatty.—But might not the Grammar Schools be so constituted as to do that work?

The Reverend Doctor Barclay.—They might.

Mr. Christie.—They are especially constituted for that purpose.

* For a plan of Block D, see page 210 of the Eleventh Volume of this Documentary History.

To Doctor McGill.—I do not think the system of having the Grammar Schools so constituted as to be feeders to Upper Canada College would work well. The term required for education is too short for such a system.

The Honourable M. C. Cameron.—If the Endowment of Upper Canada College was distributed among all the Grammar Schools in the Country there would be a very small portion for each.

To Mr. Rykert.—The number of our Masters varies with our ability to support them. The regular staff consists of a Headmaster, a Mathematical and an English Master. We have also Masters for Writing and French, who teach so many hours a week, and, as we have no Funds to pay them, an additional charge is imposed on the Pupils for the purpose. The number of Pupils varies from about 80 to 120. I think in a City of the size of Toronto there should be sufficient number of Pupils to fill both the College and the Grammar School.

The Reverend Doctor McCaul:—Upper Canada College was opened in 1829, in the first instance in the Grammar School. The Head Master of the Grammar School was the Reverend Doctor Phillips, and he believed the other Masters and Pupils, were transferred to Upper Canada College, and, in order to make it, he supposed, take the place of the Grammar School, it received the double name of Upper Canada College and Royal Grammar School. The Reverend Doctor Harris, Doctor McCaul's immediate Predecessor in the College, established its whole system on the plan of an English Grammar School. He, Doctor Harris, was much opposed to what were called mixed Schools, that it, he wished that there should only be a Classical Education given, and that the Classical Master should teach English and nothing more of it than was absolutely necessary. The same Gentleman also introduced the system of punishment, which was quite new in the Province, known as the cow-hide system. This created a prejudice against Upper Canada College, and the result was, with other reasons, that the Grammar School was revived. The position which Upper Canada College occupied at the time was this, that of a substitute for the University, and, at the same time, it had to discharge the duties of a Grammar School.

Education Committee, January 19th, 1869.

The Reverend Doctor Barclay, being re-called, said:—I was asked a question at he last Meeting, as to the relative numbers of those who went up from the Grammar School directly to the University, and those who went up to the University, through Upper Canada College, from the Grammar School. Since then I have taken means to inform myself on the subject. From the published Honour-lists of the University, with the assistance of one of the Masters of the Grammar School, I have drawn up this paper which I now submit, and which is as follows:—

From the Toronto Grammar School, since the year 1858,—

26 Pupils have gone up directly to the University, and 8 have gone up directly to Upper Canada College previous to entering the University.

Of the 26 who went up directly from the Grammar School to the University,—

20 gained first-class Honours in some subject,

24 gained second-class Honours in the same, or some other subjects.

3 gained Scholarships.

These Honours and Scholarships were all gained at the Matriculation Examinations.

Doctor Barclay also gave a list of Honours, received by the Upper Canada College Pupils, during the first, second, third and fourth years at the University besides:—

4 medals, { 1 Classical, 2 Mathematical, 1 Natural Science.

These Honours were chiefly in Classics and Mathematics.

Of the above, six Students went up to the University in 1861, and five in 1864.

Of the above, eight Students, who went from the Grammar School to Upper Canada College, two are still there, and the remaining six obtained at the Matriculation Examinations of the University, 16 first-class Honours, 3 second-class Honours, and 6 Scholarships.

Of the other Pupils who have attended the Toronto Grammar School since 1858, 20 are known to have entered in the Ministry, 9 the Law, 9 Medicine, and 15 Teachers.

The Reverend Doctor Barclay proceeded:—I was asked another question with regard to the amounts received by the Toronto Grammar School from the Grammar School Fund, and the amounts contributed by the City Corporation. I have drawn up a list obtained from public Documents, shewing the actual amounts paid each year from each source since 1858, as follows:—

	Apportionment to the Toronto Grammar School from Grammar School Fund.	Annual Grant from the Toronto City Corporation.
1858	$1,000 58	$1,000 00
1859	1,000 00	1,000 00
1860	1,100 00	1,000 00
1861	1,130 00	1,000 00
1862	1,140 00	1,000 00
1863	1,124 00	800 00
1864	1,600 00	600 00
1865	2,000 00	600 00
1866	2,100 00	1,050 00
1867	1,654 00	827 00
1868	1,740 00	870 00
Total	$15,588 58	$9,747 00
Annual average amount of Grants from both sources		$2,303 23
Annual average Fees of Pupils, about		750 00

The Reverend Doctor McCaul was re-called.

Query by Mr. McDougall.—I am informed that you misunderstood a question I put to you on Friday. I asked whether you thought it practicable, with a view to economy, to make every Grammar School in the Province an efficient Preparatory Institution for the University.

Answer.—It seems to me the point of the question, as between the Grammar Schools and Upper Canada College, is contained in that of economy. For it would naturally be the desire of all to have every Grammar School efficient, but it would cost a great deal of money to have all the Grammar Schools as efficient as you would wish to have them. Under the circumstances, I think the maintaining of Upper Canada College was a necessity; and at present the proposed measure with reference to the establishment of Collegiate Institutes, is another move in the same direction. It is found now that one efficient Grammar School on a large scale is not sufficient,—and the proof that Upper Canada College is not sufficient, is to be found in the fact of the establishment of Hellmuth College, and of Trinity College School. I think, therefore, that the proposition in the Grammar School Bill, to have Collegiate Institutes, is a move in the right direction. My desire certainly would be to have the Grammar Schools rendered as efficient as possible,—and I think that even the degree of efficiency that some expect in the Collegiate Institutes would be no more than would be necessary, so far as Masters are concerned, for efficient Grammar Schools; but it would take a great deal of money to have all the Grammar Schools placed in that position.

Mr. Lauder.—I understand the opinion of Doctor McCaul to be, that there is a necessity in this Country for the establishment of these Collegiate Institutes, or something similar to them, as shown by the recent establishment of such Institutions as Hellmuth College, and Trinity College School.

The Reverend Doctor McCaul.—My idea would be—if you cannot make all the Grammar Schools as efficient as you would wish, at all events make some of them so.

Query by Mr. Cumberland.—I should like to obtain from you, with your great experience and knowledge of the practical working and status of Grammar Schools at present, your idea, whether the opinion expresed in Mr. McDougall's question is right, or not right. If the Grammar Schools of the Country were raised to a standard, which would make them efficient feeders to a University, would that standard, in your opinion, be suitable to the great majority of the local Pupils, who may be expected to attend the Grammar Schools?

Answer.—My idea of the efficiency of any Educational Institution, beginning with the University, has always been this,—that it cannot be considered efficient, unless so far as it can prepare the majority of its Pupils for the positions in life they may be expected to occupy. That I believe to be the true criterion of the efficiency of any such Institution. Hence you must frame your Course of Study so as to suit the requirements of this Country. Accordingly the Regulations of our University, while framed generally on the model of the older Universities, have been moulded in such a way as to be adapted to the circumstances of the Country. As to the Grammar Schools, if they are to be at all efficient, my idea is that they should invariably give a good English Education, as it is called. An education which would qualify men for the majority of the ordinary positions in life should be an essential part of its Course of Instruction. In this respect, I have never been satisfied that, even at Home, the Grammar Schools efficiently discharged their duty. I refer to those I was acquainted with when in the Old Country. For example, the monstrous spectacle was presented of a man who had passed through a Grammar School and took high standing there, afterwards finding the easiest questions on Arithmetical Tables troublesome to him, and knowing nothing of things that were really useful for the business of life. In answer to Mr. Cumberland's question, I would say that I think it would be quite possible to make the Grammar Schools efficient as feeders to a University, with a view to high attainments in Classics and Mathematics, and yet have them so that they would not be suited to the circumstances of the locality at all. This however, would not be the case, if attention to the English branches, the Natural Sciences, and Natural Philosophy, were made an essential part of the Course. I think, if a Grammar School were rendered efficient by having Masters that could teach Classics, Mathematics, and the elements of Natural Philosophy, and the Natural Sciences, as well as English, it would be quite suitable for the Country. I may say that I was, therefore, very anxious with regard to the suggestion that was made as to the introduction of Greek and Latin into the proposed High Schools. I think that in every High School the Classics ought to be taught, so that Boys, who might have a taste for it, should have an opportunity of being instructed in that Branch; and I think, if it was not taught, you would be depriving the sons of men in humble circumstances of their chances of attaining to the very highest position as scholars. You should ascertain whether the Boys had the taste for it or not. If they had no taste for it, or if their Parents, with the objects in life which they proposed for their Boys, did not wish them to be instructed in Classics, it should not be made compulsory,—there ought to be an option.

Query.—Then, if the Grammar Schools were made to fulfil the double functions you indicate,—that of acting as efficient feeders with respect to the higher Classical and Mathematical teaching, to a University,—and that of preparing Pupils for the ordinary pursuits of life by thorough instruction in the English branches, as suited to the requirements of the locality, would not that, in your opinion, greatly increase the expense of each School?

Answer.—Certainly; and then the question comes up as put by Mr. McDougall, as to economy.

Query by Mr. Lauder.—Is it, or is it not, your opinion, that the country Grammar Schools, with their present standard and their present Course of Instruction,—suppos-

ing a Boy goes sufficiently and properly through it,—would bring him up to that standard which would fit him for successfully matriculating in the University?

Answer.—All I can speak of is as regards the results. The Reverend G. P. Young, who has been Inspector of the Grammar Schools, is a much better authority on that subject than I would be. All I know is the result, when these Boys come up from the Grammar Schools to the examinations of the University; and, as a Member of the Council of Public Instruction, I am persuaded of this: That, if the Course laid down by that Body were carried out, the results would be very good indeed.

Query.—In fitting the Boys for successful matriculation?

Answer.—Quite so. But there might be an advantage in introducing more of higher English, which, I think, would be an improvement.

Query.—Then, supposing the course were properly carried out in the country Grammar Schools, by an efficient staff of masters, there would be no necessity for raising the standard?

Answer.—No.

Query.—And, if the Head Masters had sufficient assistance, there would be no necessity for increasing the expenditure of these Schools?

Answer.—The additional expenditure would be on the Salaries of the Assistant Masters I know that, in some cases, in the Grammar Schools, (I have had the information from the Masters themselves), it is impossible for one man to attend to all the departments; and, really, if you had had as much experience as I have had, in the Examinations, you would actually look with admiration on the results accomplished by one man. I have sometimes had pupils from the Grammar Schools sent up with such acquirements, that I have looked on them with astonishment. On inquiry, I found that the Grammar School Masters who sent up these Boys were themselves the sole Teachers in their Schools, and worked up the instruction of the Boys out of School hours. In one case, a Gentleman, who was a Grammar School Master, devoted his evenings regularly to the preparation of the Boys. If he had not done so, he never could have fitted them as he did for successful matriculation, as he had so many Boys to look after.

Query by Mr. McDougall.—That was an exceptional case?

Answer.—Yes.

Query by Mr. Coyne.—From your experience, do you think it would be desirable that Upper Canada College should be placed under the same system of Inspection as the Grammar Schools of the Country?

Answer.—I see no objection to inspection; but I do not think that of the Grammar Schools, as to the examination of Pupils, the best form of inspection. It throws too much labour on the Inspector, and I consider it would be better if the Grammar School Master had himself something to do with the Examinations for the admission of Pupils. As regards Upper Canada College, I think there can be no possible objection to the inspection of it, but I am of opinion that the Examination of Pupils for admission should rest with the Principal.

Query by the Chairman.—Did you not say the other day that, if you were Principal of Upper Canada College, and the examination was to be the duty of an Inspector, you would resign the position?

Answer.—What I meant by putting it in that strong way was this. Such an Examination, I consider, would be equivalent to an expression of "want of confidence" in the Principal. I think if a Principal of Upper Canada College were not qualified to examine Pupils for admission to that Institution, he would not be fit for his position.

Query by Mr. Christie.—Would it, in your opinion, be more derogatory to Upper Canada College than to any Grammar School, to be placed under such a system as is pursued with reference to the Grammar Schools?

Answer.—Were I there I should not think so. The great difficulty in my time was, that we could not get any persons to attend the Examinations.

Question being repeated.

Answer.—You mean exactly the same system of inspection? I think, in Upper Canada College, you would expect to have Masters of higher standing than you have in the Grammar Schools,—simply because the Salaries are higher. You should get better men for higher Salaries.

Query.—Are the qualifications of Upper Canada College Masters, so far as they have fallen under your cognisance, sufficient to create in their favour a special exemption from the supervision applied to the other Grammar School Masters?

Answer.—The fact is they are under supervision now. Upper Canada Colleges is supervised by a Committee of the Senate. The question, it seems to me, would be,—are you to alter the existing Statute, by which Upper Canada College is supervised by a Committee of the Senate? If it were thought advisable that there should be an Inspector, who should go there and inspect it; and if I were Principal of Upper Canada College I should have no objection to an inspection under the Law. And there may be this difference now from the position of matters in my time. In my time the Principal and the Masters derived no benefit from the number of the Boys. I do not think that was the best arrangement. I believe it is better to have a small portion of the Salary, or Income contingent on the number of Boys. But, if the number of Boys admitted increased the emoluments of the Masters, then I am inclined to think there might be some control over the unlimited admission of Pupils.

Query by Mr. Coyne.—Do you not think it would conduce to the advantage of the educational interests of the Country if Upper Canada College should be placed under the same general system of control as the Grammar Schools, as performing in one sense the same work?

Answer.—I think the Committee of the Senate should be able to discharge that duty.

Query.—But would it not be desirable that Upper Canada College, performing the same work, and alike supported by the public, should be placed under the same supervisory control as the Grammar Schools of the Country?

Answer.—My feeling is, that if it would increase the public confidence in the Institution it would be much better to have it. I am strongly in favour of whatever will secure the public confidence. If the public would feel more confidence in having the Inspector of Grammar Schools report on Upper Canada College than they would have in the Report of the Committee of the Senate I would have that system. I certainly would prefer the system the public would derive most benefit from, or would believe they derived most benefit from.

Query by Mr. Lauder.—Is it your opinion that the transference of Upper Canada College from the inspection, control, and management of the Committee of the Senate to the general inspection of the Government would detract from the usefulness of that institution?

Answer.—No; not at all.

Query.—Then there would be no objection to the change on public grounds?

Answer.—I do not see any.

Query by the Chairman.—Would there be any benefit?

Answer.—I was looking to it with regard to that, and I doubt very much if there would be any benefit.

Query by Mr. Lauder.—But you see no objection on public grounds to the transference of the inspection and control of Upper Canada College to the Government directly?

Answer.—No.

Query by Doctor McGill.—In what does the supervision of the Committee of the Senate consist?

Answer.—I do not think there is any Code of Regulations drawn up defining what they should turn their attention to. They have to look to the Expenditure, and to all

arrangements connected with the Institution. If they choose they can go and examine the Forms, but I am not aware whether they have done so or not. Reports are continually coming before the Senate from Upper Canada College.

Query by Mr. Rykert.—Who compose the Committee?

Answer.—The Chancellor and Vice Chancellor *ex officio*, and three Members, who have been Graduates of the University,—at present, Doctor Larratt Smith, Mr. T. A. Maclean, and Mr. J. H. Morris. The point I particularly referred to, in this connection, when last before the Committee, was that it should not be supposed that the Senate Committee are responsible for the efficiency of the Institution. That they certainly are not. The Principal is responsible for that. They assist the Principal, but they are not supposed to take the reins out of his hands. If they did it would not be possible to carry on the Institution satisfactorily.

Query by Mr. Lauder.—Is there any other inspection of the Institution besides this inspection by the Senate Committee?

Answer.—The Members of the Senate always get notice of the Examinations at the College, and at these Examinations any one can ask any questions he likes.

Query.—At the Public Examinations?

Answer.—Yes.

Qnery by Mr. McDougall.—Upper Canada College being a preparatory Institution for the University, it is not a wise arrangement that a Committee of the Senate should be the supervising body?

Answer.—Upper Canada College has gone through so many changes, that it would be very difficult to say which system is the best. Originally the Principal of Upper Canada College was the Member, *ex officio*, of the King's College Council. He occupied that position for some time. This was the case during all the time that I was connected with Upper Canada College. Then an Act was passed, by which Upper Canada College was erected into a separate Corporation, which passed Statutes for its own regulation. This was found not to work well, and the College was finally placed under the charge of the Senate Committee by the Act of 1853, so that it is now closely connected with the University. In the Bursar's Office fiscal duties are discharged with reference to Upper Canada College as well as to the University and University College.

Query.—Do you think there can be anything more injurious to an Institution of Learning, than a feeling through the Country that the Endowment of that Institution may be interfered with at any moment?

Answer.—Such a feeling would of course be most injurious to its interests.

Query by Mr. Ferrier.—Do you consider that this Committee of the Senate generally maintain a faithful supervision over Upper Canada College?

Answer.—I have no reason to doubt that they do so. Some of the Members of the Senate have asked,—would I not act on the Committee? I have always declined, as a matter of delicacy; having myself at one time been Principal of the Institution, I did not care to undertake any duty which would lead me to interfere in any way with the existing Principal.

Query by Mr. Cumberland.—By whom are the Masters of Upper Canada College appointed?

Answer.—By the Government.

Query.—On the recommendation of the Senate?

Answer.—I think so, when the matter was referred to them; but such reference is optional.

Query.—Do the Senate, or the Committee of the Senate, control at all the Course of Instruction in Upper Canada College?

Answer.—Yes; the Senate control it completely. They can pass Statutes for the regulation of every part of the Establishment.

Query.—Then regarding Upper Canada College as a feeder to the University, do you see a direct advantage in the Senate being so enabled to control the Course of Education in Upper Canada College, as to fit it for that service?

Answer.—Yes. And that appears to me to be one of the reasons why the Institution should be under the supervision of a Committee of the Senate. If the Senate pass a Statute, making certain alterations in the Course of Instruction in Upper Canada College, I think it is a very natural thing for them, through a Committee, to find out whether that Statute is carried out or not, and if it is not carried out, why it is not. I know that some very important points, in the reference to Upper Canada College, have been brought before the Senate by the Committee.

Query by Mr. Lauder.—You have said that the Course of Study in the College was laid down by the Senate, and that they expected this to be carried out under the direction of the Committee of the Senate. In another part of your evidence, you stated that the Principal is alone responsible for the management of the Institution. In saying so, did you have reference to the scholastic management, or to the financial management, or both?

Answer.—The financial management is really with the Bursar. The Principal is the Officer, solely responsible for the efficiency of the Institution. He acts with the Committee; of course, if he is interfered with by the Committee, and they take a course in opposition to the wishes of the Principal, they are responsible for any change they may introduce.

Query.—Under whose direction are the expenses incurred, in connection with the Institution, and on whose responsibility?

Answer.—Some of them are fixed by Statute. As regards those not fixed by Statute, the Principal would have charge of them.

Query.—Then the Bursar would only have to pay any disbursement, or Expenditure recommended by the Principal?

Answer.—I do not know how that is. In my time it was so; the Bursar paid whatever order I signed.

Query.—Suppose that is so, and that expenses are incurred on the recommendation of the Principal, is the Principal expected to report at any stated period to the Senate as to his Expenditures?

Answer.—The Committee of the Senate would certainly look after that. I am not minutely acquainted with the existing system, but I am sure if there had been any Expenditure of that kind, the Committee would report. The ordinary Expenditure will go on, of course, under the supervision of the Principal and the Committee, and if there be any extraordinary Expenditure, it will be sanctioned by the Senate and carried out by the Committee.

Query by Mr. Rykert.—Is not the whole matter regulating Salaries, Fees, etcetera, provided for by the University Act of 1853?

Answer.—Yes.

Query by Mr. Cumberland.—Is not the Principal of Upper Canada College directly under the control of the Senate?

Answer.—Certainly.

Query.—Therefore his responsibilities would simply be as an Administrator for the internal government of the Institution?

Answer.—According to my idea, if the Institution be conducted exactly in accordance with Law, there are certain Statutes passed prescribing the Course of Instruction, etcetera, and you expect the Principal, as the Executive Officer of the Institution, to carry them out. If there be any failure of carrying out these things, instead of looking to the Committee, you would look to the Principal. If he did not carry them out, then, through the Committee, you could exercise a control over him.

Query.—Under what authority was it that the conduct of the late Principal was investigated by the Senate? Was it because the Principal was responsible to the

Senate, and they had the authority, or did the authority come from the Government for that investigation?

Answer.—There was a complaint brought before the Senate, and, in repelling this complaint, charges came up against the Principal, and these were investigated also. We were then fortunately in such a position that we were pretty sure of acting legally and correctly, because Mr. Blake, the Chancellor of Upper Canada, was also our Chancellor, and we investigated the matter with him. We had counsel also.

Query by Mr. Coyne.—Does the Senate determine the Curriculum of Study in the Grammar Schools?

Answer.—No; it is determined by the Council of Public Instruction.

Query.—Does it determine that of Upper Canada College?

Answer.—It could do so.

Query.—Or is it entirely under the control of the Principal?

Answer.—No.

Query.—Does the Senate determine the Text Books to be used in Upper Canada College?

Answer.—That is left to the Principal. Sometimes, even in laying down a Course of Study, the Text Books are not defined. For instance, in the University, there are some subjects with reference to which we do not fix the Text Books at all, but leave it to the Teachers to choose what Text Books they like.

Query.—Is it not desirable that the Text Books used in Upper Canada College, and in the Grammar Schools should be the same?

Answer.—There would be, in some respects, a great advantage in having the same Text Books. In my time there was a considerable difficulty arising from the difference in the Text Books, particularly with reference to the Exhibitions. I induced the Council to establish the Exhibitions now existing in Upper Canada College. We used at that time, following the practice of my Predecessor, the Eton Latin Grammar, and the Boys learned all the Rules in Latin. But, as regarded the Boys who came up from the Grammar Schools, I had to invent a different mode of Examination, as they had learned the English Rules.

Query.—As regards these Exhibitions, is it desirable that they should be continued in Upper Canada College?

Answer.—I do not think they are so necessary now as they were formerly. They were established at a time when there was no University.

Query.—Please to state fully your reasons for thinking they are not so desirable now.

Answer.—The great object I had in view in the establishment of them was to raise the Grammar Schools, and I think they exercised a most beneficial effect in that way. Sometimes the Boys from the Grammar Schools beat the Boys of the College.

Query.—Do you not think the existence of Exhibitions in Upper Canada College is an inducement to Boys to leave the Grammar Schools, in order to go to Upper Canada College?

Query.—In my time, if a Boy wished to go back to the Grammar School, holding his Exhibition, he could do so.

Question repeated with an addition.—Do you not think the system militates injuriously against the Grammar Schools?

Answer.—As a matter of course, if you have Exhibitions, or Scholarships, in any Establishment, you will induce Boys to go to the Establishment where they are. The proof that this is their natural tendency is to be found in the fact that Hellmuth College has established Scholarships in order to get the best Boys to go there.

Query.—Then you would consider that the system injuriously affected the Grammar Schools?

Answer.—You will allow me to answer the question more fully than I can with a simple yes, or no. Of course the Grammar School Masters would be better pleased if they could retain their own Boys and send them up from their own Schools to the University, instead of through an intermediate Institution. But I feel persuaded of this, that many of the Boys who come up to Upper Canada College, and go on to the University, if not sent up to Upper Canada College would not have been kept on at the Grammar Schools. The Grammar Schools would have lost them under any circumstances.

Query.—Have you any reason for coming to that conclusion?

Answer.—There are some Boys, who, I knew if they had not succeeded in obtaining Exhibitions and gone to Upper Canada College, would have been taken away from the Grammar Schools by their Parents and sent to business. The great difficulty the Grammar Schools have, as compared with Upper Canada College, seems to me to be this, that they cannot keep the Boys long enough. Their Parents are not satisfied to leave them there.

Query.—I do not think you have given an answer to my question as direct as I would like. I wish to know your opinion, whether the system has an injurious effect on the Grammar Schools, and, if so, why? If the other way, what is your reason for that opinion?

Answer.—It is in this respect it would be injurious to the Grammar Schools, that they would lose the Boys that went to Upper Canada College,—supposing that, but for those Exhibitions, the Boys would have continued in the Grammar Schools. In some cases they would not have continued, and in those cases there could be no injurious effect. But it is believed to be injurious to the reputation of the Grammar Schools in the estimation of these who do not understand the subject, inasmuch as it leads them to the belief that the Grammar Schools cannot prepare Boys for the University. Now in some Grammar Schools it is the fact that they can be prepared very well. I do not know that in any other way it would be injurious, except in such cases as this,—a Grammar School Master has under his charge a clever Boy, and is anxious he should continue with him till he is fit to go up and do well at the Matriculation Examination; of the Boy meanwhile is sent to Upper Canada College, the College gets the credit with regard to him, which is, of course, very annoying to the Grammar School Master.

Query.—I understood you to say that you did not consider these Exhibitions necessary now?

Answer.—I do not consider them necessary.

Query by the Chairman.—Is it not an advantage to the Country to have Exhibitions given at some Institutions?

Answer.—Certainly.

Query.—Then would it not be to the advantage of the Country to have as many of those Exhibitions as possible?

Answer.—I think so. I think, as I mentioned on a previous occasion, that it would be a very great advantage to the Grammar Schools, if the respective Counties were to establish Exhibitions in them. These would keep the best Boys on at these Schools. If this were done, I do not believe we would hear any objections whatever with regard to these Exhibitions.

Query by Mr. Cumberland.—Do you, or do you not, believe that the establishment of these Exhibitions in Upper Canada College affords an entrance to University education to many Grammar School Boys who, but for these Exhibitions, would never have obtained it?

Answer.—I do not know. I have always felt this difficulty,—even when I established them, I had a doubt whether it would be well to allow the Boys in the College to compete or not. But if I had thrown them open merely to the Grammar Schools, then there would have been the objection that the Funds of the College were being

used for the support of the Grammar Schools, and not of the College itself. I think it would be very advantageous, if there were Exhibitions for the Grammar Schools alone, without competition with the College Boys but I do not see how you can use the Funds of the College for Exhibitions, to be held only by Grammar School Boys, without allowing the College Boys to compete.

(Mr. Cockburn, the Principal of Upper Canada College, here stated, at the request of Mr. Cumberland, as a foundation for questions to the Witness under examination, that in Upper Canada College at present, there are four Exhibitions in cash of the aggregate value of $240 per annum, and eight of free tuition of the aggregate value of $320 per annum, making a total of $560).

Query.—There being 12 Exhibitions in Upper Canada College, of the aggregate value of $560, what proportion would be given to each Grammar School, if equally divided among the 104 Grammar Schools of the Country?

Answer.—Something over $5 to each School.

Query.—In your opinion, would that be any material assistance to the Grammar Schools?

Answer.—It would be but very little.

The Reverend Doctor Ryerson, Chief Superintendent of Education, was next called

Query by Mr. Christie.—To what class of our Schools does Upper Canada College most nearly correspond?

Answer.—I suppose it corresponds most nearly to the Grammar Schools.

Query.—Have you had any reason to change the opinion you expressed in 1861, if I am correct, to the effect that Upper Canada College is but a union of a Common and a Grammar School.

Answer.—No; I have had no reason to change it.

Query.—What do you understand the peculiar functions of Upper Canada College to be, as distinguished from those of our better Grammar Schools.

Answer.—I do not know of any functions it sustains different from those of the Grammar Schools. It is a preparatory Institution for the University, and that is the object of every Grammar School. The work and relations of the Upper Canada College and the Grammar Schools are the same in that respect.

Query.—Is not a very considerable portion of the attendance at Upper Canada College made up of Pupils whom the Grammar School Inspector would exclude from the County Grammar Schools?

Answer.—I have not the least idea. I do not know anything about the internal working of the Institution.

Query.—Would the efficiency of Upper Canada College be diminished by its conversion into the County Grammar School of Toronto, making it amenable to the Grammar School Act, and paying it according to the attendance of Pupils qualified to pass the Inspector's examination?

Answer.—I cannot answer that. It is simply a matter of opinion.

Query.—State your opinion?

Answer.—My own opinion is that Upper Canada College should not be converted into the Toronto Grammar School.

Query.—Please state your reasons for that opinion?

Answer.—I think that Upper Canada College was established under such circumstances, and that it has such a history, that making it merely the Toronto Grammar School would not be beneficial to the Country.

Query.—Does not the practice of paying to Upper Canada College a very large sum of public money, irrespectively of the attendance, or of the work done, exert an unfair discrimination in favour of that Institution, as against the other Grammar Schools of the Province?

Answer.—Undoubtedly.

Query.—Would not the making of Upper Canada College amenable to the Grammar School Act, have the effect of concentrating the attention of the Masters on Pupils of Grammar School age?

Answer.—Certainly,—the same as the attention of the Masters of any other Grammar Schools of the Province

Query.—Would it not be desirable to use the same Text Books in Upper Canada College and the Collegiate Institutes, as in the Grammar Schools?

Answer.—I think so,—and for this reason, that the Text Books in use in the Grammar Schools have been selected by the most competent persons in the Country. I have personally had nothing to do with the selection of those Text Books. It has been done by what is called the Text Book Committee of the Council of Public Instruction, with the counsel and advice, or suggestions of other qualified persons. Of that Committee, Doctor McCaul, the President of University College is the Chairman. It also includes Doctor Ormiston, Dean Grasset, and Doctor Barclay, and in preparing both the Course of Instruction for the Grammar Schools, and the list of Text Books to be used in the Grammar Schools, they examined various Text Books which were furnished to them, and had also the benefit of the suggestions of the Reverend G. P. Young, the Inspector of the Grammar Schools, and Mr. William Tassie, Head Master of the Galt Grammar School. It was under such favourable circumstances that the Course of Study, extending over five years, was prescribed, and the Text Books to be used in that Course of Study selected by them. I think such a Committee are much more competent to determine the Course of Study, and the Text Books to be used in the prosecution of that Course of Study, than the individual Principal of Upper Canada College can be. Therefore, I think that the same Text Books ought to be used in Upper Canada College that are used in the Grammar Schools. And as regards the Exhibitions, Doctor McCaul has stated that, in former times, the Candidates for Exhibitions, who were taught in the Grammar Schools, laboured under great disadvantage when they came up to Upper Canada College, the Pupils of which had used the Eton Latin Grammar, while they had learned the English Rules. A similar disadvantage exists now, as the subjects of Examination for the Exhibitions relate to the Text Books used in Upper Canada College ;and when Boys from the Grammar Schools gain Exhibitions in so disadvantageous a competition, it is all the more honourable to the Schools from which they come, and to the Masters under whose direction they have been, as well as to the Pupils themselves. Under the present system, there is no basis for a comparison between Upper Canada College and the Grammar Schools. You have a five years' Course of Study in the Grammar Schools, and five, or six, Forms in Upper Canada College. But, if you wish to compare a Boy of the first, or second, year in a Grammar School, with a Boy of the first, or second, Form in Upper Canada College, you cannot do it. The Course of Study is not the same,—the Text Books are not the same,—some of the subjects are not the same. The terms of comparison are wanting, and, therefore, it is not possible to compare the efficiency of any Grammar School in the Country with the efficiency of Upper Canada College, unless it be from the result in obtaining Scholarships. And when we consider that Upper Canada College receives more than a great many of the Grammar Schools, it is a wonderful thing in my estimation that, as stated by the President of University College the other day, the Grammar Schools should win one-half of the Honours and Scholarships as against Upper Canada College. It is like one man beating twenty men; because Upper Canada College receives perhaps twenty times as much as a Grammar School; and yet that Grammar School, in half the instances, beats Upper Canada College in the competition, according to the statement made to this Committee the other day. I think the fact is highly honourable to the Grammar Schools; and if the same Course of Study were pursued, and the same Text Books used, the advantage, I think, would be still greater on the side of the Grammar Schools. And I see no reason why one single Grammar School in the Country should use Text Books not used in the others, thereby breaking up the

harmony and unity of the system. I think, when the learned Gentlemen I have alluded to, have selected these Text Books, and prescribed this Course of Study, it would have been for the benefit of the Country at large that their recommendations should have been respected in Upper Canada College, and that this would tend to make Upper Canada College more efficient. As the Examinations and the very Forms of the questions are based on the Text Books, it would be more creditable to Upper Canada College, and more beneficial to Grammar School instruction generally, if the same Text Books and subjects of Examination were prescribed. I am sure the President of University College would bear me out that I have not dictated in any way to the Members of the Council of Public Instruction with regard to these matters,—that I have adopted their opinions, and that there has been unity in the Council. I have said to them.—"You are more competent than I am to deal with these matters; you have had more experience than I have had; I will simply record your views, and carry them out to the best of my ability." And I think, when Upper Canada College is endowed for Grammar School purposes, and Grammar Schools for the same purposes, that in all fairness and justice to the Grammar Schools generally, Upper Canada College should be made to do the same work, and in the same way, that they do. When Grammar Schools, on an average, receive $500, or $600, while the Endowment of Upper Canada College, according to the returns, I believe is some twenty times one of those sums; and when we know that money is the sinews of war, and when we consider the great ability of the Masters, it is clear, I think, that the Grammar Schools have no fair chance in the competition.

Query by the Chairman.—There are 104 Grammar Schools in the Country. What is the grant to those 104 Grammar Schools?

Answer.—Last year it was $53,691.

Query.—And Upper Canada College has an Endowment, it is stated, of $12,500,—the amounts in this case and in the case of the Grammar Schools being exclusive of Fees. What is the proportion of Matriculants at the University from Upper Canada College?

Answer.—I have not the least idea. I was referring to the statement of Doctor McCaul the other day, when he said that half the Honours and Scholarships were taken by Boys from the Grammar Schools.

(The Reverend Doctor McCaul here remarked, in explanation, that what he had said, was "half the Honours.")

The Reverend Doctor Ryerson asked to be permitted to make an addition to his previous answer, as follows:—I said that Upper Canada College receives twenty times as much as one of the Grammar Schools. There are 104 Grammar Schools. The Public Grant to them is $53,000. Divide that by 104, and you have, as the average allowance to the Grammar Schools, a little over $500 to each,—and I believe the Endowment of Upper Canada College is twenty times that much. I assign that as a justification of my remarks.

Query.—Well, we want to see the work that is done. The Grammar Schools get $53,691, and send,—how many Pupils to the University? What is the average attendance at the Grammar Schools?

Answer.—According to the latest Returns in my hand the number is 5,696. That is the number of those who are admitted on the Examination of the Inspector. I did not say what proportion of Pupils the Grammar Schools send to the University. I do not know anything about that. I was speaking of the Honours in the University, not the numbers. Doctor McCaul stated the other day, and it made a strong impression on my mind, that one-half the Honours were won by the Boys from the Grammar Schools as against Upper Canada College; and, of course, this was done by the Grammar Schools, not working jointly, but working separately and individually.

Query.—Then the 5,700 Pupils of the Grammar Schools take as many Honours as the 229 Pupils of Upper Canada College?

Query by Mr. McDougall.—And the $53,000 to the Grammar Schools give as many Pupils to the University as to the $12,500 to Upper Canada College?

Query by the Chairman.—Suppose that by the use of particular Text Books a Boy qualifies himself for admission to the University, and Upper Canada College sends so many to the University who are successful, does not indicate that the Text Books and the teaching in Upper Canada College must be beneficial?

Answer.—I do not think the results of the Examinations in the higher subjects depend so much on the Text Books as those of the Examinations in the lower subjects. I was referring to competing for Exhibitions. When it comes to the higher subjects, I do not know that the use of particular Text Books is material. At the same time, I know that if the Text Books selected by such Gentlemen as I have named are good for the Grammar Schools generally, they ought to be good for Upper Canada College also.

Query by Mr. Cumberland.—When were these Text Books adopted?

Answer.—They were selected many years ago.

Query.—When was the present list of Text Books revised?

Answer.—Two years ago.

Query.—Could you, from memory, say whether there are any, and if so, how many of these Text Books of which the Teachers in the Normal School, or the Officers of the Education Department, are Authors? Are there any?

Answer.—Only one, or two. Doctor Sangster is the Author of the Arithmetic and the Algebra used, but there is an option as to the Algebra.

Query.—Are there any others?

Answer.—Not that I am aware of.

Query.—Is there in Geography?

Answer.—That is in the Common Schools. The Grammar Schools have Classical Geographies.

Query.—Are you aware whether these Text Books for the Grammar Schools were adopted with any special reference to the Matriculation Examination of any University?

Answer.—Certainly; for the Grammar School Law prescribes that the Course of Study shall be with a view to matriculation in the University of Toronto, and not any other University. And the Grammar School Course, whatever one's opinion may be in regard to it, has been framed with special reference to that.

Query.—I understand you to intimate that the Grammar Schools were efficient, or ought to be efficient feeders to a University. If that is so, what were your reasons for recommending the establishment of Collegiate Institutes?

Answer.—For this reason, and a very good reason, which, I think, was assigned by the President of University College the other day, that, in the infant state of the Country, and with their very limited means of support, you cannot expect that all the Grammar Schools can be equally efficient. In the scheme of Collegiate Institutes, it is designed to give encouragement to those places where there is local enterprize and intelligence, and liberality sufficient to erect the Buildings, and to provide Masters to the number of four, of sufficient merit and reputation to gather Pupils round them,—Boys engaged in Classical Studies to the number of 70. Under such circumstances, it is proposed that the liberality of the City, or Town, where such an Institution may be established, shall receive further encouragement, and by such a union of ability and means, of course more efficient Institutions would be established.

Query.—In your opinion, does Upper Canada College represent something like what you propose?

Answer.—Yes; I have not intimated at all that I think the Endowment of Upper Canada College should be withdrawn.

Query.—I was not asking you that. I understand you to say that, in your opinion, Upper Canada College is similar to your proposed Collegiate Institutes?

Answer.—Yes.

Query.—Then, if so, the Collegiate Institutes that you have proposed are not intended to supply something not now existing?

Answer.—I did not intend to convey the idea that these Institutes will supply what does not now exist. They would supply more efficiently the instruction which is now given in a more imperfect degree in the feebler Institutions. I hold out the System of these Collegiate Institutes as an encouragement to local enterprize; so that a Town like Galt, or any similar place, if it erects the necessary Buildings, will receive sufficient encouragement to enable it to have an Institution with four Masters, and Classical Pupils to the number of seventy. I look to these Collegiate Institutes as being ultimately local Colleges in the different parts of the Country.

Query by Mr. Christie.—If Upper Canada College were transferred to the control of the Education Department, would it be necessary to provide additional machinery for the administration of its affairs?

Answer.—I do not know that any improvement could be made in transferring the control. I referred simply to the Laws, Regulations and Instructions of the Course of Study.

Query.—Would not a very material saving be effected by such a transfer?

Answer.—I cannot say. If I had anything to do with the Department, I should be sorry to undertake to manage more than I have.

Query.—Would not the Endowment be thus relieved of a large expense at present incurred in the management of the Bursar's Office?

Answer.—I am sure a business man has more idea of that than I have. Perhaps I may be allowed to say that I should be sorry indeed.—and always opposed the proposition,—that the Council of Public Instruction should have the control and management of any property at all. All they have to do is with instruction and not with property. We might, perhaps, manage matters even worse than others.

Query.—Who should have the management?

Answer.—I think you are more competent to judge of that than I am. I think there was formerly a Board. There is a Committee appointed by the Senate. I do not know anything defective in their management.

Query.—Mr. Cockburn in his statement, calculates that out of the Annual Revenue arising to Upper Canada College from the Endowment, and amounting to $12,500, but $9,000 is actually available for the purposes of Education. Now, would not the transfer of that Endowment to the management of the Crown Lands Department, and the transfer of the Permanent Fund to the management of the Provincial Treasurer, render available for Grammar School purposes a much larger proportion of the nominal Revenue than the amount above stated?

Answer.—If it were managed by the Crown Lands Department without expense, I suppose there would be a saving; but I cannot be a judge of that.

Query.—Does not the practice of paying to Upper Canada College a very large sum of public money, irrespective of the attendance or work done, exert an unfair discrimination in favour of that Institution as against the other Grammar Schools of the Province?

Answer.—I think it does. The President of University College stated the other day that he would not be willing to submit to interference in the examination of his Pupils by another. The reason of the Examination, in regard to Grammar Schools, is that the aid depends on the number of Pupils; and hence Trustees and Masters are found to admit into the Schools Pupils who are not qualified, simply in order to increase the proportion of the Grant. If the Grammar School Fund were distributed on another principle than one of average attendance, every Master might examine his Pupils, but when the allowance depends on the number of Pupils, it becomes necessary to have an authority to examine the Pupils, and that authority had been transferred to the Inspector of Grammar Schools. This had very much increased his duties, as well as responsibility. For this reason, Masters were incompetent to examine and admit Pupils

into their own Schools. Upper Canada College receives its Endowment independent of attendance, and no other Grammar School in the Country does so.

Query.—Provided the total grant to Toronto from the Grammar School Fund were proportionate to the total number of fully admitted Grammar School Pupils, would it not be competent for the County Grammar School Trustees to determine whether all their Boys should be taught in the same School, or in two buildings remote from each other?

Answer.—I suppose so.

Query by the Chairman.—The meaning of the question is, would the Grammar School Trustees have the power of having two Grammar Schools?

Answer.—Not under the present Grammar School Act, unless with the sanction of the County Council. Then power is limited by the resources of the Grammar School Fund.

Query by Mr. Coyne.—Does any reason occur to you as sufficient why Upper Canada College should be exempted from the system of inspection pursued in regard to other Grammar Schools?

Answer.—No. I may remark that the Principal of Upper Canada College objected to the inspection of Upper Canada College, because there is a Committee of revision, or oversight. It will occur to the Principal that there is a great difference between the oversight of a Body and inspection. The former would have regard to the management of the Institution, and the latter would ascertain its teaching results, as compared with other Institutions.

Query by Mr. Rykert.—Is it examined?

Answer.—I never heard of it; and looking at the Gentlemen on the Committee, I should say there were no Examiners. An ability for Examination implies practice in teaching.

Query by Mr. Christie.—Would it, in your opinion, be more derogatory to Upper Canada College than to any other Grammar School to be placed under such a system of inspection?

Answer.—No. The Inspector of Grammar Schools is the ablest man and the most competent to do the work to be found in the Country. It would not be derogatory to any Institution to be inspected by a Gentleman like Professor Young, or Mr. Mackenzie,—the latter being a Gold Medallist of old King's College, and holding a high reputation as a Teacher.

Query.—Are the qualifications of the Masters of Upper Canada College, so far as they have fallen under your cognizance, sufficient to create in their favour a special exemption from the supervision applied to other Grammar School Masters?

Answer.—I do not pretend to judge of the qualifications of the Masters of Upper Canada College. I do not think the inspection of the Institution to be determined by the qualifications of its Masters at all. The inspection is to satisfy the public as to the work done, its nature and extent. In England, the Government Inspectors do not abstain from inspecting one School and inspect another, because they think the Master of the one more competent than the other.

Query.—Are not many of our Grammar Schools largely attended by Pupils from distant parts of the Province?

Answer.—Some of them,—a few of them.

Query.—Would they, on that ground, be correctly designated as Provincial Institutions?

Answer.—In one sense they are Provincial, because they contribute to Provincial interests; but not in another sense, because they are under local management. They are public Institutions, inasmuch as they contribute to the general sum of public Education and intelligence.

Query.—You are a member of the University Senate.

Answer.—Yes, but I have not attended for years.

Query.—Can you state how often the regular Meetings of the Senate are held?

Answer.—No.

Query.—Can you say how many constitute a quorum?

Answer.—No, I am not able to say that. My impression is not exactly in accordance with Doctor McCaul's statement the other day. It is that eight constituted a quorum.

The Reverend Doctor McCaul came forward and said:—I was right in my statement referred to. I may also mention that I expressed a doubt as to the average attendance at Meetings. I found it impossible to form in my mind any definite idea of it. But I had an examination made since, and find that I was right within a fraction. The Senate was composed of forty-seven members, and the average attendance during the last three years was about eight.

The Reverend Doctor Ryerson.—Perhaps Mr. Christie would allow me to add. I assigned a reason why I thought that the same Text Books should be used in all the Schools. I stated the disadvantages under which I thought Pupils laboured in coming up for Examination in consequence of using different Text Books. Another disadvantage arising from that source is that when persons are taught in Upper Canada College, and matriculate into the University, and then graduate and become Masters of Grammar Schools, they are not acquainted with any of the Text Books used in the Grammar Schools, they are unacquainted with the tools used for the instruction of the Pupils. They, therefore, labour under a disadvantage. In the view that Upper Canada College is an Institution for training young men, who may become Masters of Grammar Schools after going through the University Course, it is important that they should be familiar with the Text Books used in the Grammar Schools.

Query by Mr. Christie.—What is the average cost of each Grammar School Pupil per annum?

Answer.—I cannot tell the average cost. But from the Public Grant, I observe that the Apportionment to Grammar Schools is at the rate of $9.25 per Pupil per annum.

Query by Mr. Cumberland.—Is that the total cost?

Answer.—No.

Query by Mr. Beatty.—What is the cost of Upper Canada College to the Government?

Answer.—The total Receipts for Grammar Schools amounted to $134,579. Out of this, $53,691 is apportioned from the Grammar School Fund. The rest is obtained from local sources,—some $81,000.

Query by Mr. Christie.—About half the amount is derived from local sources?

Answer.—Yes; that is one of the conditions of receiving it. None are permitted to be returned by the Department as regular Pupils, except those who have been passed by the Inspector. By the Return, I see that the number of Pupils is 5,696. These are regular Pupils.

Query.—What do I understand you to say is the amount of the Grammar School Grant from Government?

Answer.—$53,691 last year.

Query.—And dividing that sum by the number of Pupils, you arrive at the conclusion that it is $9.25?

Answer.—Yes. And the cost of the Upper Canada College Pupils, as shown by dividing the cost by their number, 214, is about $59.

Query by Mr. Cumberland.—I think I remember your Son was in Upper Canada College?

Answer.—Yes.

Query.—Did he pass through the 5th and 6th Forms?

Answer.—No.

Query.—The Grammar School was established in Toronto at that time?

Answer.—Yes. I forgot. I think my Son was just entering the 6th Form. His course was cut off by the Fenian invasion.

Query.—The Grammar School was then established in Toronto?

Answer.—Yes.

Query.—Is the Grammar School of Toronto below the ordinary Grammar Schools in respect to Education?

Answer.—No.

Query.—Rather higher?

Answer.—Yes.

Query.—Why, then, did you send your Son to Upper Canada College?

Answer.—Because there were able Masters there, and the advantages there were superior. Upper Canada College ought to do a great deal more work and better, with the amount of assistance they have.

Query.—Were you induced to send your Son to Upper Canada College, believing the education there to be superior to that in the Grammar Schools?

Answer.—I cannot say that the education is better, but I thought the tuition better.

Query.—We found the average cost to the State of the education of Pupils at Upper Canada College $60 per annum. Do you think that excessive?

Answer.—That is a matter of opinion. Looking at the Grammar School System throughout the Country, I should say it really ought to be done for less.

Query.—Would you venture to say it was excessive?

Answer.—I should wish very much to have that amount for Grammar Schools generally; and if I had the means I would make them all quite equal to Upper Canada College.

Query.—Do you think $60 a year excessive for tuition in an Institution of that kind?

Answer.—I really have no definite opinion on the subject. I think they could do with a great deal less. But I do not propose to dispossess Upper Canada College. But I should propose to make it more efficient than it is with the moneys it possesses.

Query.—Do you think it unjust to the Grammar Schools of the Country that any one Institution should receive aid at the rate of $60 per pupil?

Answer.—I do not think so; but I think it unjust, if they are competitors of that Institution, that they should not have equal chances. But whether it should be interfered with, established as it now is, and forming part of a System, is another question. My own view is that it should be made the model Institution of the Country, and should not be placed in a position of antagonism to the Grammar Schools.

Query.—Some years ago was there a Model Grammar School in the City, and was it under the control of the Council of Public Instruction?

Answer.—Yes.

Query.—Was not the number of Pupils limited to 100?

Answer.—Nominally, I think it exceeded that.

Query.—Do you remember what the Grant was?

Answer.—It was only, I think, £1,000. I am not quite sure.

Query.—Mr. Cockburn stated it at $6,000, with the Grant from Parliament.

Answer.—I think that it included the Inspection of Grammar Schools.

Query.—Giving the Model Grammar School the advantage of the doubt, and supposing it were only $4,000, it would be at the rate of $40 a Pupil in comparison with the $9.25 for the ordinary Grammar Schools. Was the education of the Model Grammar School superior to that of the ordinary Grammar Schools?

Answer.—Just the same as the Model Schools, in connection with the Normal School, are superior to the ordinary Schools. It was intended to be such, and any Institution of that kind must, of course, be expensive. Its object is not to teach youth, but to show how youth should be taught. That was the object of the Model Grammar School. The ablest men were selected for the Institution. Mr. Ambery was chosen Classical

Master; Mr. Fitch for English, and Mr. Francis Checkley, who had obtained high honours in the Dublin University, was Mathematical Master.

Query.—You only speak of teaching ability?

Answer.—Yes.

Query.—Were the Text Books used throughout the Country at the time used in the Model Grammar School?

Answer.—Yes; and the Masters of the Grammar Schools were invited to come there, and they came there in considerable numbers.

Query.—Do you think it would be advantageous that Upper Canada College should be inspected in conformity with the inspection of the other Grammar Schools?

Answer.—Yes; I think it should be subjected to the same Regulations and Inspections.

Query.—You controlled the Model Grammar School. Was it ever inspected?

Answer.—I did control it. It was never inspected, because the Masters there received a Salary independent of the attendance; so that whether it was large, or small, it was of no consequence to them any more than to Masters in the Model and Normal Schools. The Masters of the Model Grammar School were also Inspectors of the Grammar Schools.

Query.—Do you think the establishment of Exhibitions in the Upper Canada College any injustice to the Grammar Schools at large?

Answer.—No; I never expressed that opinion. All I said was that Pupils coming up from the different Grammar Schools were placed at a disadvantage when different Text Books were used.

Query.—Will you say that the Exhibitions at Upper Canada College are unjust to the other Grammar Schools?

Answer.—I think there is an injustice. My opinion is that they draw away from these Institutions their best Pupils. There is something in the distinction acquired by competition, and something in the amount of the competition. The absence of it deprives Masters of the encouragement and impulse to activity they would otherwise have. Its presence calls forth more efforts on behalf of the Pupils, I think, than they would otherwise make.

Query by Mr. McDougall.—You do not think that affects the Pupils so much as the Masters?

Answer.—Yes.

Query.—Do I understand you to say that these Exhibitions would be injurious?

Answer.—I say that Exhibitions in one Institution, and not in another, operate to the advantage of the Institution having them. But whether they are disadvantageous to the Country or not, I do not say.

Query.—Did you ever propose in the Senate to establish special Scholarships in the University, in connection with the Model Grammar School?

Answer.—I do not know but I did. I am not certain. I proposed to confine the Scholarships to poor young men. I did not propose to have open Scholarships, as now, to be competed for by rich and poor alike. An amendment of that kind will be found to be moved by me in the Minutes of the Senate proceedings.

Query.—You proposed that they should be in exclusive connection with the Model Grammar School?

Answer.—No. If I could refresh my memory I would be more definite, but I have no definite impression.

Query.—Was the Model School stopped?

Answer.—It was, on my own recommendation. I thought the particular purpose for which it had been established was accomplished,—that it had given a tone to the Grammar Schools of the Country; and there were difficulties connected with its administration which would have made it expensive if continued. I submitted the matter to the consideration of the Government.

Query.—In doing so, did you recommend that upon the Model School being abolished, Upper Canada College would be regarded as the Model Grammar School of the Country?

Answer.—Yes, I did; and that question opens up another. The present Principal of Upper Canada College was the Rector of the Model Grammar School. I found him a young man in Edinburgh who had not taken his Degrees, but I selected him in preference to able and learned men, both in the English and Scotch Universities. Even the present Master of Rugby, Doctor Temple, conferred with me on the subject of this appointment, and not only Doctor Temple, but Mr. Goldwin Smith. But I told them that I thought the work was not suitable to Gentlemen of their attainments and habits. There were Candidates from Cambridge, Dublin, Edinburgh and Glasgow, but I selected the present Principal with the view of carrying out a system of Education in this Country. In connection with the Rector we established the Model Grammar School, with Mr. Ambery as Classical Master, Mr. Fitch as English Master, and Mr. Checkley as Mathematical Master; and when a vacancy occurred in Upper Canada College my view was to assimilate the two, and make Upper Canada College the Model Grammar School of the Country. But the Rector of the Grammar School obtained the appointment, using my name, without my authority. This entirely defeated my arrangements, and the System that now prevails in Upper Canada College was established, instead of that proposed by me. I proposed then, in communication with the Government, that, in order that there should be no ground of complaint, and that the jealousy and hostility entertained to myself should not be an obstacle, I proposed an arrangement by which it should be the Model Grammar School of the Country, and would be under the Senate of the University, instead of being under the Council of Public Instruction. If that were done a great saving would have been effected in different respects. But instead of that, the system adopted in Upper Canada College entirely severed it from the Grammar Schools of the Country, and it now stands an anomalous Institution in the Country, and is no part of the general system.

Query.—I understand you to say that you recommended that Upper Canada College should become a Model Grammar School?

Answer.—I did so in connection with the System under which the Model Grammar School was established, not the present System.

Query.—If your recommendations were taken, the effect would be that Upper Canada College would be removed from the control of the University, and placed under the control of yourself and the Council of Public Instruction?

Answer.—Quite the contrary, as I just stated.

Query by the Chairman.—Do I not understand you to say that you wished the control of the College to be placed under the Senate of the University?

Answer.—Yes; so that the views we entertained should be carried out by the union of the Grammar Schools and Upper Canada College.

Query by Mr. Lauder.—Your recommendation was made on personal grounds?

Answer.—Yes. Representations were made that I had inordinate ambition, and wanted the control of everything,—even of the University itself. In order to silence these representations, I proposed that the Institution should not be placed under my control, but that the views I expressed and the Government sanctioned, and for which the Legislature made an appropriation, should be carried out,—which views have not been carried out.

Query by Mr. Cumberland.—Do I understand that if, under your proposals, Upper Canada College should have become the Model Grammar School, and continued under the control of the Senate of the University, in that case would you have given the Senate the control of all the Grammar Schools of the Country?

Answer.—Yes, I would. I proposed that.

Query.—Have you any objection to that course being taken now?

Answer.—No; if they had a Member of the Government to take care of them. I would not want an unpaid body to have control. An unpaid body is generally an inefficient managing body. If anyone is paid and responsible the management will be efficient. If on my Colleagues in the Council of Public Instruction,—having to attend also to their own affairs,—rested all the responsibility of management, they could not devote to it that attention necessary. My proposition was that there should be a Minister of Public Instruction,—a responsible paid man,—to attend to, submit, and give effect to the Regulations. I believe, if Upper Canada College had been established in that way, and the Senate of the University had thus assisted in the management of it, the Grammar Schools throughout the Country would have been quite as efficient, and perhaps more so, than at the present time.

Query.—Do I understand you to say you recommended that not only should Upper Canada College be taken to be an Institution which represented the Grammar School System, but that all the Grammar Schools might with advantage be controlled by the Senate of the University?

Answer.—I do not wish to be cross-examined in this way, and have a construction given to my words which I do not desire. I say that if Upper Canada College were made part of the School System, and were placed under the control of a responsible person appointed by public authority, that it would be one wheel in the general machinery of the System. But I do not think that to give $12,000 to the Principal to adopt what Books and System he pleases, is the best mode of disposing of any part of the educational funds.

Mr. Cumberland repeated his last question.

Answer.—Yes, if the Senate were under the control of a Minister of Public Instruction. My wish is that the Senate should stand at the head of the whole Educational System of this Country, as the University of Paris now stands at the Head of Public Instruction in France.

Query.—Would you see any advantage in the Grammar Schools, as part of a great System, being divided from the Common Schools, and being under separate authority and administration?

Answer.—I do not see that any disadvantage arises. In France, the whole System is under the control of the University, down even to the Primary Schools. I never allowed myself to stand in the way of what I believed to be the general System of the Country. In a letter submitted to the Ministry in 1852, I think I stated these views. It was with very great reluctance I came here. I desired not to take part in this question, but being brought here, I think it my duty to express my opinion in a straightforward way.

Query.—At the time you proposed that Upper Canada College should become the Model Grammar School, did you not propose to add to its Endowment a Parliamentary Grant of $4,000 a year?

Answer.—Yes. I did propose that as a means of assistance to render it in every way fit for training the Grammar School Teachers of the Country; and if that had been carried out, and we had been able to afford assistance, the Grammar Schools would have been greatly improved. That System is being adopted in Germany, and even in France. No man can be a Teacher in the Imperial Colleges, except he has been trained in the Normal Schools,—the condition of admittance to which is what is called a Bachelor's Degree.

Query.—Had your recommendation been adopted, Upper Canada College would have been in the receipt of $16,000 a year, instead of $12,000?

Answer.—I did not know anything about that, for I did not know the exact amount of the Endowment. I merely took the System into consideration.

Query.—I presume, when you recommended an increase of $4,000 a year to Upper Canada College, you did not suppose it possible to raise her standard, and yet keep her within the limits of her then expenditure?

Answer.—I did not propose to raise the standard. But I proposed to make it a Training School for the Country, and that £1,000 should go to it for that purpose, and that Upper Canada College should be a College, or Normal Training School, in which the Grammar Schools of the Country should be engrafted.

Query.—At that time, you did not consider the administration of Upper Canada College extravagant?

Answer.—I thought nothing about it at all. I proposed a new System. If I had the least idea that these questions would have come up, I would have examined the papers, but I have not thought of them for a number of years. If I had examined them, I could have given more explicit answers.

Query by Mr. McDougall.—Do you suppose that the principal aim of the Grammar Schools,—particularly in connection with the proposed change to High Schools,—should be, preparing Boys for the University?

Answer.—No. I did think that the Grammar Schools were more numerous than the wants of the Country required for Classical instruction. And I thought that the Act of 1865 would reduce the number of Schools, and add to the efficiency of those which remained. That was my expectation. But it was not fulfilled. The weaker Schools, which I supposed would be closed up, held on with surprising tenacity. My intention was to make them strictly Classical Schools; but I could not succeed. They then reduced and impaired the efficiency and standing of the Grammar Schools by the introduction of a large number of Girls, to study Classics, in order to swell the attendance, and thereby obtain larger means of support. The effect of this was the introduction of the new Grammar School Bill. The Schools are now High English, as well as Classical Schools, and, in order to have strictly, and, to a certain extent, exclusively Classical Schools, I proposed the establishment of the Collegiate Institutes. I found that the Classical wants of the Country were not commensurate with the number of Grammar Schools. I did suppose that the Trustees would establish High English Schools in the different Towns and Cities of Canada, as in the United States. But they did not do so, and we were not able to bring sufficient influence to bear to induce them to do so.

Query.—Did you not expect these Collegiate Institutes to be useful to a great extent in giving preparatory education for the University to Boys who did not live in one place?

Answer.—I think so. Boys intended for the University have facilities at Upper Canada College. And this brings up another point, namely, that I think they should have a good Common School Education before commencing their Classical Education. In the last Report of the Royal Commission, in the instruction of the middle classes, they express an opinion which I will read. This Report is signed by such men as Lord Taunton, Lord Lyttleton, Doctor Hook, Doctor Temple, A. W. Thorold, F. Dyke Acland, junior, E. Baines, W. E. Forster, P. Erle, and John Stoorar. The Report says:—"The best mode of dealing with Latin is probably not far from that suggested by Mr. Fearon. If Boys were not allowed to begin Latin till the elements of an English Education were thoroughly secured,—for instance until they were capable of passing the highest standard of the Committee of the Council of Education,"—this, they suggest, would be a great improvement. I believe if you take two Boys of eight years of age, and give them School instruction until they are sixteen, and take one of them, and require him to learn the elements of English for four years, until he had reached twelve, and let the last four years be devotel exclusively to Classical study, he would be a better Classical and better English scholar than the other; and by pursuing that course you would give all the youth of the Country, whether classically educated or not, provision for a good Common School Education.

Query by Mr. Coyne.—That paper in your hand purports to be from Upper Canada College, and gives the course of instruction there. Look at that for the first Form, is the qualification there as high as is required for the Grammar Schools of the Country?

Answer.—I do not think it is; but Professor Young could tell better than I could.

Query.—Is that your opinion?

Answer.—I think it is, although not quite. I agree entirely with what Doctor McCaul said, that when Boys were commencing Classics, it was very necessary they should be placed under competent Teachers.

Query.—As to Mr. Cumberland's question about making Upper Canada College the Model Grammar School of the Country, would that not necessitate raising the standard of entrance for Students of that Institution?

Answer.—Yes.

Query by Mr. Cumberland.—As to the Grants and cost, would you look at the Returns for 1861-62, and see if $6,000 a year was not the amount of the Grant to the Model Grammar School?

Answer.—Yes, it was.

Query.—Do you find that to be independent of all paid to Inspectors?

Answer.—It is so stated in the Book.

Query.—The fact is, is it not, that the number of Pupils in that School being limited to 100, and the Grant being $6,000, the average cost of each Pupil was $60 per annum?

Answer.—But that School was intended to be a Training School for the Country.

Query by the Chairman.—Is the expense of managing the Education Department at all increased by the Grammar School System?

Answer.—The work of it is very much increased, for we have to keep all the Accounts. I cannot say the expense has increased; I cannot say what reduction of work would be made in the Department if we had not the Grammar School System to manage; the Department has charge of all the Correspondence with the Municipalities regarding the System; has the receiving of the Reports of Inspectors and Trustees; has the examination of all the Accounts; has to see the Public Grant properly appropriated, and a great deal of work altogether.

Query.—The sum of $53,000 granted by the public to the Grammar Schools is a Grant paid in money?

Answer.—Yes.

Query.—It does not include that portion of the Annual Grant which is for Library purposes, etcetera?

Answer.—No.

Query.—In estimating the cost to the Country of each Grammar School Pupil there are then other expenses than those named by you at first to be taken into account?

Answer.—Yes. There is the proportional expense of the Education Department which I have mentioned.

Mr. Lauder moved, that all Correspondence between the Government and the Chief Superintendent of Education, relating to the abolition of the Model Grammar School, be submitted to this Committee. (Carried).

NOTE. The Committee then adjourned, and reported its proceedings to the House of Assembly, and on the 22nd of January, 1869, presented its First Report on the Education Department.

CHAPTER II.

REPORT ON THE EDUCATION DEPARTMENT BY A SELECT COMMITTEE OF THE LEGISLATIVE ASSEMBLY OF ONTARIO, 1869.

NOTE. At the request of the Chief Superintendent of Education, a large Committee of twenty-three, out of eighty-two Members of the Legislative Assembly, was appointed to consider the suggestions which he had submitted in his two last official Reports, respecting certain amendments to the Grammar and Common School Laws; also to inquire ito the management and working of the Education Department.

Various attacks and imputations have been made in past years against the Chief Superintendent and others in the management of the Department, and he was anxious, before retiring from its administration, that the most thorough investigation should be made into the working of the Department by Representatives of the people. The Leaders of both parties in the Assembly agreed to the selection and appointment of a large Select Committee from both sides of the House, and on the 16th of November, on motion of the Honourable Attorney General Macdonald, a Select Committee was appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction.

The following is the Report of that Committee which was ordered to be printed by the Legislative Assembly the day before the close of the Session. This Report is an ample vindication of the Chief Superintendent, and all who have assisted him, from the imputations made upon them by a portion of the public press and other parties; it is an unquestionable testimony of the fidelity, efficiency and economy with which the Department of Public Instruction has been conducted in its various branches and details.

TO THE HONOURABLE THE LEGISLATIVE ASSEMBLY, ONTARIO.

The Select Committee appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction, beg leave to present their Report:—

Your Committee have considered the provisions of the Law respecting Common and Grammar Schools, and adopted certain Resolutions for the amendment thereof, which have been embodied in Bills numbers 119 and 129, now before Your Honourable House.

Some progress has been made in investigating the management and usefulness of Upper Canada College, but owing to the lateness of the Session and the number of Persons to be examined, and documents to be considered, the Committee will not be able to report thereon this Session. They have also procured Returns and other useful information, which have been printed under the Order of Your Honourable House for the use of Members.

The Committee visited the Education Office and examined the system of management pursued there, and appointed a sub-Committee for the more careful and extended investigation of that department of the Educational System. The result of the labour of that sub-Committee is embodied in their Report, as adopted and approved by your Committee, and herewith submitted.

Your Committee have to congratulate the Country upon the extent and efficiency of its Educational System, brought to its present state of usefulness mainly by the indefatigable exertions of the able and venerable Chief Superintendent of Education, the Reverend Doctor Ryerson, seconded by the Council of Public Instruction, and a most efficient staff of Officers, together with the liberal provision made by the Representatives of the people for the support of Education in all its branches.

Your Committee are also much indebted to the Chief Superintendent for the great assistance given to the Committee by him in pursuing their inquiries; and it is matter of regret to the Committee, that the time at their disposal, owing to the many calls upon its Members in the discharge of other legislative duties, has prevented the preparation of an extended Report upon the subjects embraced in their enquiries.

TORONTO, January 19th, 1869. M. C. CAMERON, Chairman.

REPORT OF THE SUB-COMMITTEE ON THE EDUCATION DEPARTMENT AND DEPOSITORY.

To the Chairman of the Educational Committee:—

The sub-Committee appointed to examine into the internal management of the Education Department, report:—

That in undertaking the duties assigned to them, they first determined to make a thorough examination into the mode of conducting the Financial Branch.

Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper Officers, whose several duties require them to make entries in various Books, through which every item can readily be traced.

They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the Institution [Trustees' School Seals merely], and that all Expenditures are made by Cheque, properly countersigned by the different Heads of the Department to which they respectively belong.

They find that a perfect system of registration of every Communication received by the Department is maintained, by means of which the several Officers to whose department the Communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

Your Committee have also made a thorough investigation of the Depository Branch, and find that the existing arrangements for purchasing Stock are satisfactory and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory.

Your Committee find that the amount yearly received by the Department from the Municipalities for Books, Maps, etcetera, is very considerable, amounting in 1868 to $20,004.20, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department.

In connection with this subject, your Committee submit the following statement, showing the cost of Books, Maps, etcetera, and the amount received for the same from 1850 to 1867, inclusive. Also the amount received from the Government on account thereof, videlicet:—

Total amount paid for Books, Maps, etcetera, imported from 1850 to 1867, was	$271,869 52
Purchases in Montreal	3,990 06
Articles manufactured, or purchased, in Toronto	93,146 88
	$369,006 46
Freight, Agency, Packing, Printing, Insurance, Salaries and Expenses	73,600 19
	$442,606 65
Value of Books dispatched to Libraries, including the 100 per cent. granted	$123.298 97
Maps, Prizes, etcetera	213,993 78
Maps sold, without grant, (Text Books), etcetera	82,182 59
	$419,475 34

Grants received from Government on this account, from 1850-1867		253,518 48
Less remitted to the Receiver General		66,378 69
		$187,139 79
Value of Books despatched	$123,298 97	
Value of Maps and Prizes despatched	213,993 78	
		337,292 75

We get the amount of articles dispatched over and above what was paid for.

Taking then the Grants	$187,139 79
And deducting proportion of goods	168,646 37
Leaves a balance of	$18,493 42

Which amount is fully covered by the Stock on hand.

The above is exclusive of the transactions of 1868.

Your Committee in making their investigation have noticed that a considerable amount of extra labour has been performed in the Depository and other departments by Messieurs Hodgins, Marling, and Taylor, to whose energies and abilities in a great measure the Department is indebted for its present state of efficiency.

The services rendered by these Gentlemen, outside of their ordinary business, and during extra hours, has hitherto rendered unnecessary the employment of additional assistance; and having performed these duties for nearly five years, your Committee regret the reduction which has been made in the amount of their emoluments, without relieving them of their extra duties, the result of which will in all probability be an increased expenditure in the shape of additional Clerks.

Among other things, the printing of the Establishment came under review of your Committee, and they call attention to the fact, that the prices charged by the Queen's Printer are in excess of those formerly paid; for instance,—

	Copies.	Lovell's Charge.	Queen's Printer's Charge.	Excess.
Journal of Education	5,520	$130 00	$156 50	$26 50
Board of Trustees' Report	125	17 50	28 32	10 82
Scheme for Analysis	1,000	10 00	15 77	5 77
	6,645	$157 50	$200 59	$43 09*

Your Committee have collected a complete set of the Forms and Papers used in the Department, which they submit for your inspection.

Your Committee have great pleasure in reporting, that the internal management of the Education Department is most satisfactory.

In conclusion, they would recommend that there be a yearly audit of the Books of the Department.

Toronto, January, 1869. J. McMurrich, Chairman of the Sub-Committee.

The Education Committee and Doctor Ryerson—Reply to the Editor of *The Globe*.

My attention has been called to a lengthened Editorial of *The Globe* of the 26th instant, headed "The Education Committee," in which, after sundry criticism on the proceedings of that Select Committee of the Legislative Assembly, Grammar School Masters, etcetera, you make certain statements respecting myself. . . . There are two statements in your article which I think proper to notice.

* Note. The Queen's Printer contractors in their explanatory Report to the Honourable the Attorney General Macdonald, on these charges, conclude as follows:—

"We must acknowledge, however, that we are somewhat surprised that the difference in favour of our Contract, admitted by all practical printers to be an exceedingly low one, is not greater than it is: and it is quite evident, after a careful examination of the Accounts attached to Mr. Hodgins' Report, [to the Chief Superintendent on the Queen's Printer's Account for November and December, 1868], that the printing of the Education Department has been most economically managed."

1. You represent the expenditure in support of the Model Grammar School as "the Grammar School Teachers' Money." In reply, I have to state that not one farthing of that Expenditure comes from the Grammar School Fund. When I obtained the grant of $4,000 per annum for the establishment and support of the Model Grammar School, I obtained, at the same time, a large additional Grant to the Grammar School Fund, which I could not have obtained under other circumstances; and any additional public aid obtained for the Model Grammar School was granted by Order of the Governor-General-in-Council out of the School Library and Apparatus Fund, which had accumulated to nearly $50,000, and which was not required, and could not, at that time, be expended according to Law for School Libraries, Maps and Apparatus. There was also a propriety in this appropriation from the fact, that the Building for the Model Grammar School, included the accommodations for the Normal School for the training of Common School Teachers, and the whole Building is now used for Common School purposes. But it is worthy of note, that, whether much, or little, was expended for the Model Grammar School, more than one-eighth of the entire sum, including the erection of the Building, was expended on Mr. G. R. R. Cockburn (present Principal of Upper Canada College), as Rector, Inspector, etcetera. . . . . You state that the debt of the Model Grammar School has increased in 1861 to $14,139, including the Building itself for the Normal School and Model Grammar School. That was the precise juncture at which Mr. Cockburn ceased to be connected with the School. . . . But subsequently there was no increase of debt in the Model Grammar School, during the last year of its continuance. I may next Session lay before the Upper Canada College Committee of the Legislative Assembly official Correspondence respecting the dincontinuance of the Model Grammar School. When I took charge of the Grammar School Income Fund, fifteen years ago, it amounted to about twenty-five thousand dollars per annum. I have nursed it with much more care than I have my own private income, and have lost no opportunity of getting additions to it, until in 1867, it amounted to $55,046. . . .

The first day of my appearing before the Education Committee, (on the Common and Grammar School Bills), I stated to the Committee that I did not wish to take any part in the Upper Canada College Question,—that I did not desire the disendowment of the College, whatever reforms, or improvements might be made in its operations. .

But as I understand that Mr. Christie intends to renew the inquiry into Upper Canada College affairs next Session of Parliament, I shall be prepared, if spared, to supplement my evidence by giving all the correspondence respecting Mr. Cockburn's appointment, and of his coming to this Country as Rector of the Model Grammar School . . . . and of the joint communication of the Vice Chancellor of the Toronto University and myself respecting the proper functions and duties of Upper Canada College. . . . .

TORONTO, January 29th, 1869. EGERTON RYERSON.

CHAPTER III.

DEBATE IN THE HOUSE OF ASSEMBLY ON THE WITHDRAWAL OF THE LEGISLATIVE GRANT TO THE DENOMINATIONAL COLLEGES, 1868, 1869.

On the 21st of February, 1868, the House of Assembly received a Message from the Lieutenant Governor, to the effect that, while the ordinary Year's Grant to the Colleges for 1868, 1869 would be made, it had decided "that it shall not be lawful to continue such Grants hereafter."

On the 2nd of December, 1868, Mr. M. Clarke, moved, seconded by Mr. A. Fraser, "that, in the opinion of the House, it is necessary and expedient, in the interest of

Collegiate Education, that some comprehensive scheme should be devised, or adopted, for giving effect to the objects, and for extending the operation of the University Act of 1853, 16th Victoria, Chapter 89, in the establishment of a Provincial University, and the affiliation of Colleges to be supported in connection therewith."

In amendment Mr. J. C. Rykert moved, that "while the House recognises the importance of the Educational interests of the Country, it is still of the opinion, as expressed by the Act of last Session, that no College, or Educational Institution, under the control of any Religious Denomination, should receive aid from the Public Treasury."

In amendment to this amendment Mr. E. Blake moved, "That this House, while firmly adhering to the view that Denominational Colleges should not be supported by the State, is prepared to give its best consideration to any scheme which may be laid before it for the improvement of Superior Education, and for the establishment and maintenance through the Provincial University, of a uniform and elevated standard of graduation.

A protracted debate took place on this subject. The following are the Speeches which were made on the occasion which were reported by Mr. J. E. Edwards, and which I think it desirable to reproduce in this Chapter:

Mr. Clark in moving his Resolution said that he thought that, in proposing to the House the adoption of this Resolution, he was infringing no rule of Parliamentary procedure. It was undoubtedly a well recognized principle that it was not competent for Parliament, without a Message of recommendation from the Crown, to pass any vote under which the public money might be appropriated, or expended. That rule was clearly laid down in the high authority on Parliamentary Government, which was cited on a recent occasion by his honourable friend the Attorney-General. But, while the rule was very clearly established, the exception to it was not the less clearly established, namely, that it was in the undoubted power of Parliament to tender its advice to the Crown upon any public questions whatever, and by its Resolution to affirm, as an abstract proposition, the expediency of any public measure, although to carry out such measure it might be necessary to expend the public money. The vote itself did not provide for the expenditure of public money. The vote simply affirmed the desirability of a particular measure, and, if the Crown adopted the advice of Parliament, it might choose such ways and means for carrying out the measure as to its responsible Advisers seemed expedient. The Resolution being in order, he would mention briefly the reasons which induced him and those who agreed with him to bring the matter to the notice of the House. In asking the House to adopt the Resolution, the intention was to initiate a movement which had for its object the improvement of our Educational System, which they believed to be at present an imperfect and incomplete system, in so far as concerned that important part of it, the Institutions for imparting Collegiate Instruction. But he had heard it said that the education of the masses was one thing, and Collegiate Education was another. Some said let the wealthy who desire collegiate education pay for it. "Let us aid," they said "the humble scholar in acquiring an ordinary education, and if he wishes to acquire more than that, let him pay for it himself," or what was the same thing to him, let him do without it. Those who took that view of the matter would just open the book of knowledge to the student and when he had learned enough to give him a desire to learn more, would close it to him altogether. But it was not in the interests of the wealthy that any system of national instruction was established. The wealthy could always educate themselves. It was in order that poverty should be no bar to intellectual progress—in order that, where the aptitude for learning existed, there should spring up men sympathizing with and carrying with them the sympathies of the people, who would be qualified to take part in public affairs and in the more prominent avocations and pursuits of the Country. If then it was desirable that the class of institutions referred to in the Resolution should receive national sup-

port, we should see what had been done by us in this direction. We had a Common School System, which he believed was rendering great and important services to the Country; a Grammar School System, imperfect perhaps in its details, but still very beneficial in its operation. We had Upper Canada College, a useful Institution, but still scarcely a part of any system, and then our fine Provincial University. When he spoke of the University, he wished it to be understood that neither he nor any other of the honourable gentlemen who had agreed with him in this matter, had the least intention of trenching upon the Endowment, the rank, or the privileges of the University. The present scheme was a building up, a constructive, not a levelling measure. For his own part, he cherished as much regard and admiration for that Institution as its warmest friends did. He hoped, then, that this declaration made in all sincerity would satisfy those who were apprehensive for the University; that the present proposal was no measure of spoliation, but what it professed to be one for the further development of our Educational System. But between the University and the rest of our national Educational Institutions, there existed a great chasm. Between the University on the one hand, supplying the very highest kind of instruction, and our Common and Grammar School Systems on the other, which supplied a kind of instruction peculiar to them, there was a want which had hitherto been in a great measure supplied by what was known as the Denominational Colleges. It would scarcely be contended that every Student who wished to acquire a Collegiate Education should come to Toronto for the purpose. He did not think the capacities of the University and Upper Canada College would admit of it, and even if they did, the considerations of expense would preclude by far the greater number. He did not think either that it was advisable that our entire Collegiate System should be centralized in one locality. The example of other Countries showed that, at all events, there it had not been considered desirable. When we looked at England and saw such places as Eton and Harrow and Rugby; and at Germany, and saw such places as Heidelberg and Bonn, and when we see such a large number of Colleges situate in small Towns in the United States, we must perceive that in those Countries it had not been deemed desirable to concentrate the Academic System in the great centres of population. He thought that such a system, to be enjoyed by the whole Country, ought to be diffused over the whole Country. It would then be more accessible to the whole Country, its benefits would be more generally felt, it would become cheaper; the money expended in maintaining it benefited more the whole Country, and it was quite consistent with that diffusion of the System that there should be a centre to it, in the shape of a University, which would form the capital of the whole edifice. It was evidently with some such object, as this in view that Parliament, passed the Act referred to in the Resolution—the Statute—known as the University Act of 1853. That, by Sections 1 and 2, it was provided that there should be a Corporation known as the University of Toronto. By Section 3, that Body should in effect be an examining, and not a teaching, Body. That by Section 4, its Board should be composed of the Chancellor, the Vice Chancellor, and the Members of the Senate nominated by the Government. It was provided by the 25th Section that the benefits of the University and the privilege of obtaining its Degrees, should be extended to the Graduates of other Colleges, and, by Section 26, those Colleges were declared to be the chartered Collegiate Institutions of the Province, which should affiliate with the University. By Section 30, it was provided that the Regulations of the Senate, with respect to the literary and scientific attainment of persons obtaining Degrees, and their Examinations should, as far as circumstances would admit, be similar to those in force in the University of London. The plan of the University of London was well known. It consisted of a Corporation which exercised the power of examining Pupils in certain prescribed branches of study, and conferring Degrees, Honours and Scholarships. The Pupils examined received no part of their instruction from the University, but in different Colleges lying in different parts of the Country, and affiliated with the University. The Act then

went on in Sections, from 39 to 54, to establish and define the functions of University College. University College was to be a Body quite distinct from the University, and of quite a different character. University College was to be a teaching Body, a first-class College, handsomely endowed, but having a separate organization, and in no way connected with the University beyond what other Colleges might be, having the privilege of sending its Students to the University and obtaining its Degrees, just as other affiliated Colleges should have. As regards Endowment, the House was aware that at an early perior an appropriation was made of a quantity of the waste Lands of the Crown for the advancement of Academic Instruction. By this Act the Endowment was to provide two funds, to be called respectively the Income Fund and the Permanent Fund. The Income Fund was to be composed of all the interest on sales of Land, sold and not paid for, and of the interest on all moneys invested; and the Permanent Fund was to be composed of the purchase money of land sold, and of the Principal of money invested. By the 78th Section, the Income Fund was to be devoted, (after paying charges of management), firstly to defraying the expenses of the University; secondly, to defraying the expenses of University College; and, by the 81st Section, the surplus of the Income Fund was to be appropriated by Parliament from time to time to the advancement of Academical Education in Upper Canada. The Permanent Fund was to be kept intact, to produce a revenue in future years, excepting a part of it should be required for purposes of improvement. From this short review of the Act it would appear that, in addition to the object previously referred to, there had been in view as regards the Endowment, three other objects; Namely, to sustain the University, to sustain the University College, and, afterwards, so far as the Income Fund would allow, to sustain the other Academic Institutions of the Country. Two of those objects had been attained. The two Institutions at Toronto had been amply supported, but as regards the last objects, the Act had failed altogether. At the time the Act was passed, in 1853, there was an excess of Revenue over the Expenditure of the Toronto establishments of $12,138 from the Income Fund, so that the Legislature very naturally supposed that about that sum would in each year be at the disposal of Parliament wherewith to aid the other Colleges. But since about 1857, in consequence of the expensive Buildings put up for the use of the University, not only had the Income Fund been all expended, but it had been found necessary to trench very largely on the Permanent Fund. It was no part of his object to enquire how far this was judicious, nor how far it was legal to encroach upon the Permanent Fund. He wished merely to point out to the House that the other Collegiate Institutions, so far from receiving any aid from the Income Fund, had seen the Permanent Fund, the *corpus* of the Endowment itself, very considerably diminished. The question might be asked why was it that the outlying Colleges did not affiliate with the University. The answer to that was, that the defective character of the Act was not calculated to secure that object. The Act made no certain provision for any of the Colleges. They were only to have such portions of the Income Fund as the University and the University College chose to leave, and as they chose to leave nothing, there was no inducement for the Colleges to affiliate. In the next place, the constitution of the Senate was unfavorable to the affiliation. Under the Act, the Members of the Senate were nominated by the Crown, and the affiliated Colleges had no right as such to be represented in the Senate. A few of the Profesorrs in outlying Colleges were appointed to Senatorships, but, as a general thing, the Senate was controlled by gentlemen interested in University College. Consequently the other Colleges, finding that they would have no weight, or influence, in the Board of the University, and practically speaking, would have nothing to do with its management, refused to affiliate at all. Now, if those were the objects of the Act of 1853, and if they had been frustrated by the defective nature of the Act itself, he was proposing to the House no novelty when he said that we should make better provision for carrying out the intentions of that Act. We found a certain purpose declared on our Statute Book, and it was now proposed that that purpose should now be carried out by some more effectual provision than that which now exists.

The scheme which was foreshadowed in the Resolution before the House, and which it was believed would answer the purpose, was a scheme for the promotion of Academical Instruction so comprehensive and provincial in its character that it should meet with general approval, and the basis of which was an affiliation of the local Colleges with the University. In order to show that such a measure would meet with general approval, he would refer to the views of some of the public men, whose opinions were entitled to great weight. In 1861 there was issued a Commission to enquire into the working of the University of Toronto. The Commissioners were the Honourable James Patton, (then the Vice-chancellor of the University,) Doctor Beatty, of Cobourg, and Mr. John Paton, of Kingston. The Report presented by those gentlemen was very valuable, and he would now refer to it. Under the head of Suggestions, it was recommended that the Senate be reconstituted and consist of a fixed number, namely, the Heads of the Colleges, one Member from each affiliated College, elected by its Members, and the remaining third appointed by the Government; that the name be changed to the University of Upper Canada, and that the Senate should establish a common Curriculum of Education. It would be seen, also, by this Report, that the Authorities of the University themselves were in favour of some such measure as this. In answer to the inquiries of the Commissioners, the Senate said, "that it was desirable that there should be one University Board for Upper Canada, to be designated the University of Upper Canada, to which certain Colleges should be affiliated." The same views were expressed by the Principal of Queen's College, the Principal of Victoria College, the President of Regiopolis College, and nearly the same views by the Provost of Trinity College. Those were the opinions expressed on behalf both of the University and the Colleges, and also by the Commissioners appointed to examine specially into the matter. And as regards the opinions of the people at large, he ventured to say that these views would be endorsed not only by a majority, but a very large majority indeed of the people of Ontario. The numerous petitions presented to this House, now amounting to several hundreds, and the character of the individuals signing those petitions, ought to be sufficient to convince this House that the great mass of the people of this Province were in favour of the promotion of higher education by some such measure as this. Who were the people signing those petitions? Take them in a religious point of view, and they were of nearly all the numerous bodies of Christians in the Country. Take them in a social point of view, and they embraced all classes, from the Judge on the Bench down to the labourer. And looked at politically, we found on the one hand the Premier of the Dominion, representing one class of opinions, and, as for the other, he (Mr. Clark) had the honour of presenting a favourable Petition a few days ago to which was appended the signature of a gentleman who was Chairman of a great Convention which met in Toronto last year, to settle the fate of the nation. It should be remembered that, while the objects of the Act of 1853, so far as the outlying Colleges were concerned, was defeated, those Institutions enjoyed some compensation for their loss in the shape of small Annual Grants from Parliament. During the last Session the Lieutenant-Governor, in a Message to this House, declared the inexpediency of continuing those Grants in the future. It was not sought now to re-open that question. Although, under the practice of Grants, the injustice done to any one was infinitessimally small, yet, theoretically, the practice was open to objection, for it proceeded upon no logical or symmetrical plan. It was his intention, at the beginning of this Session, to urge the advisability of affording a temporary aid to the Colleges until something more efficient was substituted for the Grant system, but, on the advice of some honourable Members on both sides of the House, it had been deemed best to strike at the root of the evil at once, and to propose an entirely new scheme for the advancement of Academic Instruction. It should scarcely be required of him to indicate precisely what the details of such a scheme would be. It would be for His Excellency's Government, if the Resolution were passed, to devise the best ways and means for attaining the object which was had in view. Let the Government bring down their own scheme on the subject, and if it should be a compre-

hensive and liberal scheme they might rely upon his humble endeavors to aid in making it law. But, in case it might be said that the present proposal was rather indefinite he would suggest that the mere outline of such a scheme as this:—Let there be established a new University Board, composed of the Boards of the Colleges, the Representatives of the Colleges and an equal number of gentlemen appointed by the Government. Let this Board establish a common Curriculum of Education for all the affiliated Colleges. Let every College requiring affiliation be prepared with a fixed amount of capital not less than a certain sum, and let no College be entitled to affiliation, or Government aid, unless its capital came up to the prescribed amount, and let each of those Colleges attain a certain standard by maintaining a certain number of Chairs of instruction, and adopting the common Curriculum prescribed by the University. Let the governmental aid be either an equal amount to each College, or be based upon the capital subscribed, or the amount of work done, or some equally impartial system; and let each of those Colleges be a teaching Body qualifying its Students for the taking of Degrees in the University, and let the examination be before the Board of Examiners of the University according to the course of examination laid down by the Board. According to this plan a young man would enter himself at whatever College in the Country might suit him best. He would there get his instruction and when able to take his Degree he would get that Degree from the University, which should be called the University of Ontario, and which would give him a scholastic rank which no merely local Institution could give. He did not say that he would press the adoption of precisely this scheme, but he said that this, or a somewhat similar, scheme would meet with very general approval throughout the Country. And he said furthermore that to inaugurate and carry out such a system as this would be worthy of the honourable gentleman at the Head of the Government, would be worthy of a statesman, and would entitle him to the lasting gratitude of all those interested in the advancement of education. It might be fairly asked, would you allow what is called the Denominational Colleges, that is the Colleges outside of Toronto to come in under this system. To that he answered that if he found a College, either already established, or hereafter to be established, which complied with all the conditions of this scheme which affiliated with the University, adopted the Curriculum, maintained an efficient staff of Professors for teaching the Arts and Sciences, subscribed the money, submitted itself to Government control and inspection, and satisfied us that every dollar of Government aid was expended in paying the Professors in the Arts and Sciences, if, in short, it were shown that it was a national School, without any religious test, he would not exclude it from those benefits, merely because there was in connection with it a School for theological training. The Colleges which it was proposed to aid should be national Colleges, of a purely unsectarian character. But, if he found located beside one of these, for the purpose of convenience, a School of Divinity which the Student may, or may not, attend, just as he pleases, which some attend and which some do not, he would no more withhold the aid on that ground than if the other School were one of Law, of Medicine, or of Agriculture. His own opinion was that this outcry against the Colleges had arisen from a mistaken idea of the case. His opinion was that it originated altogether in the connection formerly subsisting between Upper and Lower Canada. Under that connection a portion of the public money had been annually given for the support of Institutions in Lower Canada of such a strictly ecclesiastical character that the expenditure did not meet with favour in Upper Canada, and now, long after the real reason for it had ceased, the cry had been kept up for a totally different purpose. It was well known that the public opinion of the large Cities always exercised a good deal of influence in the Country. Now he hoped he was not exciting the hostility of his honourable friend the Provincial Secretary, in saying that when he saw that the Toronto press never had an encouraging word, scarcely ever a civil word, for any educational establishment outside of Toronto; when we saw them divided on every other subject, always agreed upon this, it was rather difficult to avoid the conclusion that it was the interests of Toronto they considered, and

not the interests of the whole Country. He had also heard it argued that every Religious Body in the whole Country should support its own College. Now, if he was called upon to illustrate an *ad captandum* argument he could not adduce a better instance than this. It sounded very smartly, but contained very little sense. Supposing that every man educated his own family; supposing that every little community supported its own asylum, its hospital and other public establishments, he apprehended there would be but little need of a central Government and Legislature. It should be remembered, however, that there were certain undertakings of such magnitude and difficulty that they could only be accomplished by the combined efforts of the entire community, and one of those things was superior education. If you wished the people of the different Religious Denominations in the Country to draw further and further from each other; if you wished them to become more and more Denominational and more exclusive, then force them into separate Colleges, separate organizations and associations of every description, but if you wished to draw them nearer to each other, if you wished to soothe the asperities which arose from differences of religious belief, then give them one more object in common with what they have now. Give them a common field of action in which those among them who are interested in higher education might co-operate together, and he promised, that in that field there would be buried a large part if not the whole of any remaining ill-feeling between Religious Sects in Ontario. He would conclude after offering one or two more observations. In a debate on the Estimates last year, the honourable member from Welland had stated that the State of New York, every year, devoted a very large sum to the support of Collegiate Education throughout the State. It was very large, indeed. In view of this, he asked, was it not a pitiful thing that the magnificient Province of Ontario, with its surplus Revenue of nearly a million of dollars, could not afford to spend, in the cause of collegiate education, one single dollar? But some one might say that because the public treasury was full he wished to deplete it, to carry out some fanciful scheme. To that he would answer no; that the policy of aiding superior education had been already declared and adopted, and he now only proposed that the policy should not be abandoned at a time when there existed no financial necessity for it. They might dispute the wisdom of the policy, but they could not dispute the absence of nesessity. The first part of the proposition was open to argument; but the second was unassailable. He did not know what view would be taken of this matter by his honourable friends on the Treasury benches who now enjoyed, and be hoped might long enjoy, the confidence of this House. If their opinions on the subject were hostile opinions, all he asked of them was, that they would allow the House freely to come to a just conclusion on this matter. If the opinion of the House should be adverse to him, he would accept it as a settlement of the question for the present time, but for no longer; of the ultimate adoption of those views he had no doubt. If, on the contrary, the house agreed with him, he asked of Ministers to give their earliest attention and their best energies to the settlement of this important question. Under the management of his honourable friends, with the support of this Legislature, the public affairs of this Country for the past year and a half had been managed with great regard to economy, and, he would add, with a marked degree of ability. The people had seen the success which had attended the efforts of a frugal management of their affairs and his honourable friends now reaped the reward of their exertions in the confidence of Parliament and the approbation of the Country. But in approaching this question of providing for the support of education, he would express an opinion that any Legislature, or any Government, which, relying solely on the public desire for economy, should forget that they are at the same time a liberal people and a generous people, would go very far indeed towards misunderstanding the true character of the people of this Country.

Mr. A. Fraser in seconding the motion said:—I have listened with feelings of no ordinary satisfaction to the address of the honourable member for Grenville. For years, the subject under discussion has been to me one of special interest, and I have come to

the deliberate conviction, that it would subserve the interests of a greater number, and in so far the educational interest of the whole people, if some well digested and comprehensive measure were introduced, which, without crippling the energies of the University College, should so aid other kindred Institutions that a large band of youth might annually proceed from our halls of learning, fitted by the mental culture and training to which they had there been subjected for the exigencies of life.' Our common aim is to further, as best we may, the educational progress of this Province, and our only difficulty is in the mode adopted to carry out this common design. I hold it to be the first duty of a State to provide all its people with the facilities of acquiring that measure of education which fits them for any position to which their natural talents, or circumstances, call them, and, in my judgment, no expenditure in public monies is so entirely unexceptionable, as that which provides for the educational necessities of the people. And when we have it, on the authority of the Department of Education, that no less a sum, than a million and a half ($1,483,182) in addition to the Legislative Grant, was last year contributed voluntarily by this Province, I think it fair to assume that a judicious expenditure of public funds for higher education would be sanctioned by the good sense of our Constituents. We come now to the question as to the best mode of carrying out these views. I reply, first, by a plurality of Colleges. I am opposed to all monopolies, and I know of no special reason why this metropolitan City should enjoy a monopoly of the higher education of our people. I believe that the existence, not on a precarious, but on a permanent and effective, footing of other Colleges, would do much to excite a healthy emulation; and whilst a majority of our future Graduates will receive their instruction here from the distinguished men who now occupy the Chairs of University College, and from their Successors, I should be sorry to think that this Province will not yet have cause to be proud of men who look to some of the other Colleges of Ontario as their *Alma Mater*. Let it be remembered, too, that some of these Colleges are anterior in their history to University College, and although they have not had the good fortune to fall heir to so goodly an inheritance, they took their rise at a time, when there was, properly speaking, no University in this Province, but that, under many disadvantages and with restricted means, they have manfully done their part in promoting the interest of higher education. I now come to face the question, whether Institutions in Ontario, hitherto controlled by certain Religious Denominations, should find that fact an insuperable bar to their reception of public aid? I presume it is not inadmissible for a man to hold an ideal, and still accept conditions lower than that ideal, as the best practical settlement of a confessedly difficult question? I am free to confess that my ideal in this matter, would be the permanent establishment of certain Local Colleges, on a non-sectarian basis, whose Students, when wishing Degrees would go up to one central University, and there entering into competition with their fellows, secure the high honour which I trust, will always be attached to a Canadian Degree. But, if the local Colleges enjoying the confidence of certain Religious Denominations, and, on that account specially cherished by a section of our people, are willing to come under a common Curriculum, to prepare their Students in Arts for a common Examination, and to give every guarantee by submitting to Governmental inspection for the efficiency of the education imparted; then I am not prepared to say that it would not be a proper appropriation of public monies, to aid the cause of public education through these Institutions, by the payment of the Salaries of certain Professors in Arts whose nomination might rest with the Government, or by the erection of Collegiate Buildings. What I desire is the greatest good to the greatest number,—and I feel assured that by utilizing the activities of Denominational effort, without compromise of principle, and by recognizing the settled convictions of a portion of our people, who by their persistent sustenance of these Colleges, seem to me to declare their continued preference for them—the interests of the whole community will be subserved. Honourable gentlemen say, why ask us for aid to any extent in support of Colleges, which may be considered under the wing of a Denomina-

tion to which we do not belong, but they forget that the whole community is not of their way of thinking, and that those who prefer not to use University College, have a claim on the consideration of the Legislature in the disposal of a portion of that aid which the people of Ontario are willing to extend to higher education. No one desires the recognition, by the State, of Churches as such, nor aid for the purpose of furthering distinctive theological education. By common consent that is now recognized as the special province of religious communities, and the aid, which, in my opinion, could consistently be tendered by Legislative enactment, must be confined to the Endowment of special Chairs in the Faculty of Arts,—to the providing of suitable Buildings, or other unobjectionable modes of assistance. It is claimed by some of my honourable friends, that by confining ourselves to University College and frowning down any project for the assistance of others, we secure perfect harmony in the community. It is futile to ignore the religious activities of a people as these are evidenced by their denominational efforts, and despite all that has been said and written as to the danger of clerical influence in this behalf, I question whether some of the truest friends of intellectual freedom, of scientific research, and popular education, are not to be found within their ranks. Here we have no dominant Church—in the eye of the law all men, and all persuasions, stand on a footing of perfect equality; and if any large number of our people attest their preference for Institutions elsewhere than in this City, by partial endowment from their own means, and by sending their children there, it may be because the supervision exercised is to them satisfactory, or because the cost of education, and of living, is less than it possibly can be in a large City; then I think the Government would do well by aiding the "Course of Arts" in such Institutions, provided the standard of education proved to be equal to that furnished by University College, and men were furnished with all the requisites for securing by fair and honourable competition, the highest honours in the gift of the Provincial University. Holding these views, and believing that it would be in the interest of the whole people, that the denominational efforts in the cause of education should be brought into harmony with our national system, whilst with the Government would rest that authoritative system of inspection—on which alone a system of aid-giving could be founded—I cordially support the Resolution which has been submitted.

Mr. F. W. Cumberland said the question before the House was one of such prime importance, and of such immense interest, not only to-day but for the whole future of this Country, that any man who attempted to discuss it, entered upon a higher responsibility. There was no public service in this Country that so completely commanded the sympathy and liberality of the peopele, as that of Education. All were anxious and ready to put their shoulders to the wheel, in order to correct what might be wrong, and to add strength where it might be necessary, to our great System of Education. But it had been discovered that this great system of ours was, at any rate, wanting in two particulars. Theoretically, we might regard it as perfect, but practically, in some particulars, it had failed. It was but a day or two since, a Committee of this House came to the decision that, at the base of the system, there was a failure—that the System, in the Towns and Cities, at any rate, did not reach the Arabs, did not touch those, who, wanting an appreciation of education, nay, even refusing its advantages, were fit objects for the care, aye, for the strength of the State, to force education upon them. And, as the System had thus failed at the base, it had failed, too, at the summit—and it was with this part of the subject the House had now to deal. He might, incidentally, too, refer to what he believed to be the opinion of the House, and of the Country, with reference to the Grammar Schools. There was a feeling abroad, and it had received recognition in this House, that the Grammar Schools were not doing precisely the work that it was fitting and of advantage to the State that they should do. There was a desire to denude them of much of their present obligatory classical teaching, as not sufficiently practical; and it would become an important question, what should be supplied in its stead? Coming to the Resolution before the

Chair, Mr. Cumberland alluded to the liberalising of King's College—an act of which he approved, and the creation by Baldwin's Act of 1849, of an open and non-sectarian system. That Act, he said, failed in its object,—a failure which was acknowledged in the preamble of the Act of 1853, accompanied by a declaration that more effective provision should be made for introducing a system similar to that of the London University,—a system consisting of one great University, the centre of a number of affiliated, out lying, and in many cases distant, Colleges, the Students of which come up for examination to the central University, and there took their Degrees. Having acknowledged the failure of the Act of 1849, the Act of 1853 went on to make enactments better to accomplish this object. Mr. Cumberland quoted at some length from the Act of 1853, to show that the object was to have the University of Toronto as a centre, to which the various Collegiate Institutions of the Country should be affiliated, sending up their respective Students on the same footing to obtain Scholarships, Honours and Degrees from the University. He proceeded next to consider what support was to be given to these affiliated Colleges. The Act of 1853, provided that all the property and effects, Real and personal, belonging to the great Endowment for superior education, should be vested in the Crown, in trust for two purposes—first, for Upper Canada College, and secondly, for University College and the University of Toronto. And then it provided that the surplus, if any, should be devoted to the promotion of Academical Education by means of the affiliated Colleges. Unfortunately this surplus did not exist. For although, in 1853, when Mr. Hincks, was framing this Act, he made official enquiry as to the probable Income of the Endowment, and was told it would amount to £80,000, while the expenses of the Institutions primarily sustained by the Endowment would be $45,000, leaving a surplus of $35,000 per annum, unfortunately it turned out that there was no surplus. The fund, he believed, on the contrary, was now some $70,000 in debt. It was the intent, however, of the Act that the Surplus should be divided among the other Colleges, and, inasmuch as it had vanished, they had the right, he contended, to look for something in its stead. In 1867, the Expenditure of the University was $14,431; of University College, $27,913; and of the Bursar's Department, $4,893; in all, $47,237, as against an Income, estimated in 1853, of $80,000. The expected Surplus having failed, and, therefore, the distribution to the other Colleges having failed—what did the Legislature do, three years afterwards, on discovering that failure! In the Grammar School Act of 1856, it was provided that $20,000, should be yearly distributed amongst the several Collegiate Institutions of Upper Canada, or such of them as might be designated by an annual Parliamentary vote. The appropriation of $20,000 was obligatory, the distribution of it merely was subject to Parliamentary vote. The public faith had thus been solemnly pledged to these Institutions, and they had trusted it for the last fifteen years—the law of the land during the whole period—first by the Act of 1853, than by the Act of 1856—recognizing them as entitled to public support. It remained for the Leader of this Government to repudiate this liability; and in the first Session of the first Legislature of this Province, when we had just entered on the full control of our internal affairs, and when even the poor plea of poverty could not be made for an act of bad faith. It remained for his honourable friend, by a scratch of the pen, without explanation, without offering any compromise, or compensation, flippantly to disregard the provisions that had stood fifteen years upon the Statute Book, and to say that, without warning—for twelve months was but a poor tenant's warning—that support should cease. It was not because these Colleges had failed in their duty, but it was simply that, without a word of counsel, and without any consideration, these Grants should not be made; and not only did the honourable Gentleman declare that the payments should not then be made but, with a usurpation of Parliamentary power, which he fancied was without precedent, he told the House that in no future Session, by no future Parliament, should these Grants be repeated. But the Legislature which made laws, could unmake them, and no Premier, no Government, thank God, had it in their power to say

what the wisdom of Parliament thereafter should not do. The Legislature was free to do what it would, and, if twenty enactments such as that of last year, were now on the Statute Book, they were free as air to appropriate what they pleased, on the responsibility they owed to the people. The excuse was not that our exchequer was impoverished; we were richer, or believed ourselves to be richer, when that act of bad faith was perpetrated, than ever before. The main reason of the action taken was, that it was the dregs of an old agitation against Sectarian Grants, which had arisen from the union between Upper and Lower Canada. This, however, was not the day to raise the effete howl of sectarianism. Mr. Cumberland went on to say that he had never been found among those, who had upheld exclusive privileges for any one Denomination, but he must oppose this cry against Sectarian Grants, as being now without meaning. He proceeded to contend that it was possible so to change the nature of existing Institutions, and to avail ourselves of the advantages they offered, as without invading the principle of no Sectarian Grants, to keep good faith under the Acts of 1853 and 1856. The very nature of King's College has been changed by Statute, and if needs be, the very nature of these Colleges can be changed by Statute also. Again, take the case of the Common and Grammar Schools of the Province. See how largely the clerical element enters into their management. And would any man say that the administration of these Divines was incompatible with religious liberty. At the outset, on the very first page of the Circulars sent to all the Schools was the legend "Religion first, and Liberty, even Liberty" itself, last. And who sent out this Religious Banner? The Council of Public Instruction, composed of 10 Members—8 of whom were Divines. There was here a grant array of the clerical power of the Province—a Bishop, a Dean, an Archdeacon, and 5 Doctors of Divinity. Yet would any one venture to say that throughout the length and breadth of the land, the people were not satisfied with the administration of this Department? Again, who was the father and Founder of the Common School System. A man whose worth would perhaps never be sufficiently acknowledged by the Country—a Divine, a Methodist, a Doctor of Divinity? Proceedings further, it would be found that the Head Master of the Normal School was a Divine. The Inspector, and late Inspector of Grammar Schools were Divines. Of the Grammar Schools of Ontario, ten were in the hands of clerical Head-masters, and would anybody assert that sectarianism had been introduced into these Schools? Going a little further, he would ask—Who were the Chairmen of the County Boards? He could put them up, almost by the dozen, as being Divines. Of 268 Local Superintendents, 140 were Ministers of Religion. He himself had, indeed, been astonished when he came to see how largely the secular system partook of clerical administration. It was brought about by Statute, and what was possible with regard to King's College, what was possible in regard to the Common Schools in secularising the whole System, while so largely in the hands of the clerical profession—may surely be done with reference to these Colleges? It would be objected that these were sectarian Institutions. But these would last as long as the Country lasted. The Country could not do without them —and God forbid that it should. Having thus glanced at the Act of 1853 and its working, the honourable gentleman turned to enquire how that Act had failed and why there had been no affiliation under its provisions. The solution was to him simple and palpable. Every one of the Colleges, possessed University powers, and the State contributed to their support unconditionally and freely. Continue these unconditional Grants and honourable gentlemen might rest assured that affiliation would never come; but make the Grants conditional, and the chances were that affiliation would come. The Act of 1853, too, gave no security to the Colleges to come in, and no one could wonder at the hesitation of these Colleges to throw in their fortunes with the central Institution. Out of a Senate of 49 members, 20 were residents of the City and 24 were connected with University College. In joining in the present movement he altogether repudiated the idea of spoliation. He desired to increase the power and glory of the University, rather than diminish it. Under the present system, there was no

competition for the great Endowment for higher education. University College, grand and perfect as it was, administered as its affairs were by most distinguished men—stood isolated and alone. Having discussed the subject at much greater length, Mr. Cumberland went on to warn gentlemen to whom University College was dear—to be careful how they forgot the lesson taught them by the history of King's College. He also desired to state that each College might be required to show that it possessed a sufficiently numerous and efficient staff, and this would be an additional safeguard against the unnecessary increase of educational Institutions. Then the question arose: What amount of aid should each College receive? In reply to this query he would say, apply the same rule as is applied in the cases of Common and Grammar Schools, and let the Government give in proportion to the amount raised by the authorities of each particular College—dollar for dollar. It might also be well, to oblige the Managers of Colleges asking for aid, to make a deposit with the Government of a sum not less than $50,000, or more than $100,000, and to make the interest upon this deposit payable to such Managers, plus the amount granted by the Government.

He believed the great majority of the various Colleges scattered throughout the Province, would be able and willing to affiliate upon this principle, and the future success and stability of our educational System would be thereby ensured.

He asked, in the interest of University College, that the history of King's College should not be repeated, and hoped that this question would be justly and fairly settled, and not kept in agitation.

Mr. Wm. Beatty spoke in support of the Resolution. Obviously a system was needed, under which these Colleges could affiliate with the University. The University Act of 1853 was such as precluded affiliation; and would honourable gentlemen refuse to amend an Act which confessedly needed amendment? Would they refuse to extend the law, so as to provide a truly national System of Education? They had in the Country many Institutions prepared to give Degrees,—and that power could not be taken away from them. He claimed that one College was not sufficient for a Country rapidly rising into wealth and importance; and, in fact, it would be an injustice that all should be compelled to send their children to this City to secure a Collegiate Education. Prejudices against large Cities existed among people in the Country, and they should not be compelled to send their children to one place. Let them have the option of several Institutions—and let not the whole higher education be monopolized by any one institution. There was a difference of opinion as to what the remedy should be—some advocating an entire new system and institutions—others that the old institution might be made part of the proposed national System, on complying with the conditions which would have to be imposed. For his part, he saw no reason why the old institution should be swept away in the event of their compliance with the requirements of the national system. He had no desire to see the efficiency of the one great central Institution in Toronto weakened—he desired to see it made stronger, but he knew that Institution had a splendid Endowment of $1,500,000, and he was convinced that a portion of that Endowment had not only been misapplied, diverted from the purpose originally intended, but that the money had not produced the amount of good which it ought. As to the project of a national system, he saw nothing to convince him it was not feasible. There was nothing to prevent the education under it from being as efficient as at present, while, undoubtedly, it would be much more extended. The fact that these Colleges were built-up and fostered by different Denominations did not militate against their usefulness, and would be no bar to their coming under a grand national system, such as prevailed in the Old Country and in New York, where $40,000 a year was given the Colleges by that State, irrespective of Denomination. On what principle was this Grant given? Simply because they were educational institutions. These last Grants, too, it would be remembered, were given in a Country where Church and State lines were most clearly drawn. Look at the Old Country. Look at Oxford and Cambridge, the University of France, and Switzerland

with her Colleges in almost every Canton. In these instances the distributive system was fully recognized, and had been found to work well. If it were necessary that the Boards of Institutions in this Province should be remodelled to some extent, to make them more acceptable, he would say by all means let there be such a remodelling—make the Institutions as perfect as possible. He would like to see a thorough, comprehensive system of higher education—one responsible to the House and the Country. Under such a system, certainly, the denominationalism of these Institutions would be removed. He did not advocate Grants as they were given before. He did not want such Grants. They should be given on some comprehensive principle.

Mr. J. C. Rykert held it to be the first duty of the Representatives of the people to see that the intellectual resources of the Country were fully developed. What had been done in that direction! They had a Common School and a Grammar School System which were doing incalcuable good. Then they had their Upper Canada College, and their other Colleges and University,—and from these Institutions men had gone forth who would be ornaments to any Country. People throughout the length and breadth of the land had been asked to sign petitions for "aid to superior education"—which few or none could refuse, put in that abstract way—but under cover of that general expression, these advocates of sectarian Grants now asked for aid to the various Denominational Colleges. That was not honest. In his own County (Lincoln) about 100 names had been obtained for "aid to superior education" while 500 had been given unequivocally against Grants to Denominational Colleges. But what has prompted this Resolution? If the Colleges are really prepared to affiliate on a proper basis,—giving up their Denominational character and relinquishing their powers of conferring University Degrees—why do not they say so in plain language? Most of the institutions, however, stand aloof. One only is active, namely, Victoria College. As for Albert College, Belleville, Hellmuth College, London, the Institute at Woodstock, they look out for themselves in their own way and leave Victoria alone in the fight for aid. The member for Welland had referred to England as an example to us. Now, what was the position even in England? An important Commission (including Lord Stanley) appointed to investigate the subject, reported that although Denominational Schools were often useful, it was unjust that Institutions supposed to be national should be controlled and administered by only a section of the people. The speaker said that England was making progress in the matter, but we were in advance in our views, and were ripe now for abolishing Grants to sectarian Colleges. It was said that Toronto University had wasted its funds in the past. He was not going to enter into that question, but he would say that Institution had rendered immense service to the Country. He was utterly opposed to granting public money to Institutions under the control of men of a particular Denomination. If those parties gave to the Government the control of their Colleges, they could with a better grace ask for aid. He (the speaker) made bold to say that the vast majority of the people of Ontario were utterly opposed to sectarian Grants, and the more the subject was agitated, the more that fact would appear. He was in favour of one central University. Did not like the name "Toronto" University, let them call it the "University of Ontario;" but let them have one grand central efficient Institution.

Mr. J. Coyne said that he had never, by his vote or influence, given any encouragement to sectarian Grants, and now that we had the control of these questions, he hoped that honourable gentlemen would be equal to the occasion. But he thought that there might be an unjust non-sectarian Grant, as well as an unjust sectarian Grant. He hoped that this question would be taken hold of with a firm hand, and properly settled; and no man was better qualified to do this than the honourable Gentleman at the head of the Government. He thought that the Movers of both the Resolution and the amendment desired to evade the real question at issue, and he would ask them to bear with him while he drew their attention to the mismanagement of University College. He then quoted several items of Expenditure, to show that the Funds of that

University had not been economically managed, and said that no matter how much the journals of Toronto differed upon other topics, they were strangely united upon this. He thought they should have a Minister of Education in the Government, and advocated the establishment of a National Electoral College, that would give a representative to both the Local and Dominion Legislatures. While refusing aid to Denominational Institutions, he would not shut his eyes to the anomaly of the Upper Canada College, and held that no good reason should be shown for supporting that Institution.

I say, we should give the people their rights in reference to this matter, and wipe out the very existence of Upper Canada College. Meanwhile, I shall quote a proposition which was made as long ago as 1861, for the settlement of this question. I quote from Doctor Ryerson's pamphlet:—

1. That there shall be a National University for Upper Canada, as was contemplated by the University Act of 1853.

2. That the Senate of the University shall be under the control of no one College more than another; shall be independent of all Colleges, and prescribe the standard and Course of Studies for all Colleges, (except in Divinity), and direct the examinations, and confer the University Honours and Degrees on the Students of all the Colleges.

3. That no College connected with the University shall confer Degrees.

4. That each College connected with the University shall be entitled to public aid from the University Fund, according to the number of its Students matriculated by the University.

5. That there shall be one University Fund, distributed to each College according to its works in imparting the education prescribed by national authority."

A Degree from such a source would bear the same value, in a national point of view, as those of the Universities in the "Old Land."

The honourable gentleman proceeded to claim credit for the Grammar Schools of the Country, as having done a good work. As far as the amendment was concerned it was clear that the House could not go back from their position last Session. The amendment must be accepted beyond question.

Mr. Edward Blake said he felt considerable satisfaction at having heard from Members that there was a general disinclination to restoring the system of Denominational Grants. In February last, a discussion took place, which was different in tone, and he ventured to predict that the question,—for there was a question,—was not solved by the Legislation which then took place, and that the question was one of great significance. That question had now come up, and was pregnant with usefulness. Then there was some foreshadowing of what was now proposed,—the continuing of the Grants,—because the movers of the Resolution considered that the Colleges were entitled to some solid aid.

The Resolution affirmed the desirability of establishing a Provincial University. Why, the Country already had such an University. One was already in existence. There was in the Motion an abstract proposition to affiliate the Colleges with the University. It was a matter to be considered in two ways,—as one of advisability, and as one of details. Now, if any plan was brought forward by the honourable Gentleman, or the Government, he would be prepared to consider that plan; but he could not enter upon the consideration of the two abstract Resolutions the honourable Gentleman had brought forward. If that was done he would be ready to consider that plan. The honourable Member was prudent enough not to go into details. The honourable Member for Algoma did propose a scheme. It was one proposed on a former occasion, and one he had himself discussed, and which contained a difficulty which could not be overcome. The honourable Member for Algoma's scheme said that there was to be no Religious teaching whatever. He had taken down the words as they were spoken, with

all that impressiveness which must convince the Members of this House that the honourable Member spoke on behalf of some particular College.

Mr. Cumberland disavowed speaking on behalf of any College. He spoke entirely the conviction of his own judgment.

Mr. Blake—Well, that showed the quagmire into which the House would fall if they adopted the honourable Gentleman's views. The honourable Gentleman now, it appeared, came forward with a complete scheme, which did not emanate from any other Person, or Body, but simply as the result of his own views. Well, that placed the whole question in this light,—that the honourable Gentleman who had supported the Resolution did so without having the authority, or the conviction of any minds but their own individually, and this would have the effect of placing the House in the position of having to find the solution of the question for them. Now, what were the details of the scheme? It was said that it was advisable that there should be a universal Curriculum of Study. If that could be done it would be a good thing, but there were no means mentioned for convincing this House. The honourable Member proceeded at length to criticize the details offered by Mr. Cumberland, and argued against their practicability. Last but not least came the question of aid. It was proposed that there should be a certain number of Graduates to entitle Colleges to affiliate. The proposal involved that the receipt of the State aid was dependant upon that qualification, and that would result in Colleges reducing the standard of their Pupils, so as to produce a given number. That was really the difficulty of the case, and it was a formidable one, which should induce the House not to devise a scheme, but rather to wait for a scheme and discuss its merits when it came. The fact was that the standard of Education was the standpoint of the framers of the Resolution; but he had already shown that, instead of the standard being raised, the tendency would be to lower it. He questioned very much whether this Resolution was not calculated, as a first step, to accomplish the result aimed at by the first Resolution, which was withdrawn, in consequence of the utter hopelessness of this House being induced to adopt it. He himself was in favour of an amended educational scheme. But he must have something tangible before him. It had been said that the name of the University should be changed from "Toronto" to "Ontario," but he did not agree with that, because, as the University of Toronto, it had gained a name which many such an Institution in other parts of the world might envy. At the proper time he would be prepared to propose the following Amendment:—

"That this House, while firmly adhering to the view that Denominational Colleges should not be supported by the State, is prepared to give its best consideration to any scheme which may be laid before it for the improvement of superior education, and for the establishment and maintenance through the Provincial University of a uniform and elevated standard of Education."

Mr. W. Clark, asked what was the difference between his Resolution and that of the honourable Gentleman who last spoke?

Mr. E. Blake said the difference was that his Resolution affirmed the willingness of the House to consider any good scheme, but that of the honourable Gentleman committed the House.

Mr. Lauder said, I am sure the House will agree with me that there is no question which has come before us, since we were called together, of so much importance, as that which now engages the attention of the House, namely, the Colleges of the Country, their regulation and maintenance. During last Session the subject was discussed to some extent, and the present discussion was at that time foreshadowed by several honourable Members, who then addressed the House. The agitation which we have witnessed, as shewn by the Petitions which have been presented to the House, the discussions in the public Newspapers, and the views which have been announced by honourable Members here to-night, was foreshadowed at that time. I was not prepared, for the unanimity manifested on this great question to-night. By the Newspapers we

found the different Churches dragged into the discussion of this question—most improperly. But here to-night, honourable Gentlemen on both sides of the House,—speaking upon this question, although differing on minor matters, according to the peculiar standpoints from which they are individually viewed, have taken the broad, patriotic ground that there is a grievance requiring amendment, and that we must take that grievance up. But while we have had University College, and the various grievances connected with it, discussed,—while Upper Canada College has been spoken against,—and while the other Colleges and the other branches of our educational system have been commented on,—one feeling was prominent, that the time had come when either the Government, or some Member under their sanction, should take up this question of Collegiate Education. With but one exception, all felt that we were bound to deal with this question as a Legislature, on public grounds and without regard to sectional feelings and differences,—and I must say I was surprised at this one exception, I mean the honourable Member for Lincoln. I was astonished at the remarks of that honourable Gentleman. He held up one particular Denomination in the Province to ridicule for having carried on what he called a crusade against the University.

I have heard it stated, Sir, that this agitation originated and has been carried on by a certain class of the community in hostility to University College; and, again, over and over, I have heard that disclaimed on the floor of this House, and we are told, Sir, that we are seeking to put our hands in the public chest,—we who are seeking a re-organization of the University and College system of the Country.

The whole history of the Methodist organization, indeed, shows it to have been based on the voluntary principle. But to say that supporting a College under their control for secular training, and receiving a grant of public money in aid of such training, is to be associated with State aid, and characterized as a remnant of a State Church system, is simply talking from prejudice, and assuming that he proved that which has not a vestige of argument to support it. Honourable Gentlemen do not need to be told that it is no new thing, this controlling of Education by the Religious Denominations. What do we find in our Common School System? A certain class object altogether on principle, to secular teaching in our Common Schools, unless associated with Religious teaching. I believe a section of the people share that feeling, although the Legislature only sanctions the Religious control of Common School Education by one class of the community, the Roman Catholics. Their scruples had been sanctioned and recognized by the Legislature in times gone by. In other Countries, too, we find that nearly all the Denominations represented in this Province, control their own Schools And what do we find to be the case here? Notwithstanding the establishment of University College years ago, nearly all the Denominations in the Province have their own Colleges. Victoria College has been founded some twenty-five years and upwards; and the Church of England not only supports its own College in this City,—which has been in existence for many years,—but Episcopalians have established new Colleges in London and Picton. The Church of Scotland has Queen's College; the Baptists have established a College in Woodstock, and other Denominations have their own Colleges; all clinging to the idea that for reasons which they no doubt deem well founded their Denomination should control its own College.

The fact is, that the vast majority of the people of the Province,—through the heads of their Denominations,—sanction and support their own Colleges, send their children to them, and in every way maintain these Institutions vigourously and well; while, on the other hand, we find University College, on which such a vast amount is expended,—is attended by a mere fraction of the youth of the Country seeking superior education. And yet honourable Gentlemen try to persuade themselves that there must be no extension of our College system. I was very glad to hear the Member for South Bruce disclaim such an idea. Judging from what we had heard and seen before, that honourable Gentleman might have been expected to take different ground. But what does he say? He does not say that University College is perfect. He does not assert

it to be pure and free from all abuse and mismanagement, nor yet that we must not interfere with it. No, but he takes the broad ground, which I hope Members of the House will follow, and which the Government itself ought to occupy. He argues that of there are abuses connected with that Institution, they ought to be remedied; that if the Country declares for more than one College, that they should have them,—that if a proper scheme were presented for the organization of a Provincial University with affiliated Colleges he would entertain it and discuss it. Honourable Gentlemen get up in their places and tell us that one College has been established by the Government and that there shall be no more, and in fact they say there is no need of more. I say, taking the history of that Institution, there can be no pretence of any judicious careful management of the Endowment; but quite the contrary. I have no desire whatever to throw odium on any particular individual connected with that Institution. Men of great learning and ability are associated with it. They command the respect of the Province, as far as position and learning are concerned. But this Province is not prepared to endorse the action of the managers of the Institution with regard to the Fund committed to their control, and you have but to refer to the Parliamentary Commission of Enquiry to find them condemned for their mismanagement. Reforms were suggested and determined on by that Commission; and now that we are as a Province controlling our own affairs, are we to shut our eyes to this state of things, and say we will do nothing? Not even make enquiry, or extend, where needed, the benefits of that Endowment to other sections of the Province? The Province does not desire that the outlying Colleges, which have been doing such good work for the youth of the Province, should be shut up in this summary way. Having received aid from Government for the past twenty-five years, these Institutions had grown up and flourished, and to cut them off from all Government support now, was neither a statesmanlike nor politic act. You may change their management and remove everything which could be considered sectarian before giving aid, but do not destroy them.

Before sitting down I would like to say that I have always objected, ever since I knew anything of the bearing of the question on our Colleges,—to the system of annual Grants. It is wrong in principle and injurious in practice, that Colleges should be obliged to come here from year to year to apply for Grants. In no other Country in the world is such a system in existence. This thing should be put on a Legislative basis,—should be regulated by public enactment,—and in such a course the great majority of the people of the Province would concur.

Doctor McGill said, in the discussion it has been acknowledged that we have a Provincial national University. That ought to be distinctly and clearly understood. But if we were to be governed by the Letter of the Resolution before the House, and if we were at liberty to draw from it its legitimate inference, we would infer that we have not any Provincial University, but we have this University. Confessedly it is a credit to its founders, no matter who they were, or what Country they were from; and not only is it a credit to its founders, but is the delight and beauty of this City, and the glory of the Province. I say, sir, we ought to be proud of it,—not alone on account of its exterior beauty, but because if its adaptability to the end for which it is designed. And not only have we this University, but all the Colleges have the privilege of affiliating with it. That they have not availed themselves of that privilege is plain to all, and the reason why is that it was because the Colleges found they were not going to receive as much from affiliation as they expected. I was sorry during the debate to hear it so often insisted upon that Toronto ought not to be a point of centralization. Now, there must be some point of centralization in the Province, and can any honourable Gentleman point to one more fitting than the City of Toronto,—the Capital of the Province,—and in every way favourably situated for being a point of centralization. And if Toronto is a point of centralization, one central Institution ought to be here. I do not say it is the point where all the Colleges ought to centre,—although even in that case it might be better. From information which I have, I

believe there has been formerly a good deal of extravagance; but that is all past and gone; and I say, let by-gones be by-gones. I am satisfied that at present the expenditure of University College is prudent and well managed.

Instead of being satisfied with the old Grant, the Colleges now come forward boldly and ask a larger amount, and they ask that that amount shall be made permanent; and they ask all this without giving up their Denominational character.

We have in Ontario now, besides University College, six graduating Bodies; and I maintain that that is a much larger number than we require. The Statement I am going to make is this, that if these six graduating Bodies were blotted out of existence, as graduating Bodies, it would be a great boon to the cause of higher education. I have arrived at the conclusion that it would be a decided advancement of the cause of higher education, if these six graduating Bodies,—as graduating Bodies,—were blotted out of existence. Let them all be transformed into good High Schools, and they would be of incomparably more public benefit than at present.

Going east, we find that the University at Kingston Graduates about ten, Victoria College about ten, Trinity about the same number, and the University about twenty every year; and is not that far more than is needed? And not only is this the case, but in the event of the Students all coming hither, they would receive their education under much more favourable advantages than at present. I charge upon the multiplication of these Colleges a great deal of mischief, in various ways. First, it does a great deal of harm to University College. If that Institution had not had to contend with all that it has had to contend with in this way, it would have been in a very different position to-day, and would have been beyond the cry of suspicion. I charge further upon the multiplication of these Colleges, that it is doing a positive injury in the way of lowering the standard of higher education.* That is the legitimate tendency which always follows an undue multiplication of such Institutions in any Country. I charge also another evil on this undue multiplication of Colleges, and that is the precipitating, or inducing a larger number of young men to run after a higher education. It may seem paradoxical, but I state it as my conviction that we have too many young men in our Country running after higher education,—trying to get "B.A." and "M.A." fixed to their names; adopting this course notwithstanding the more matter-of-fact, stern realities of life. They spend time and means in this way, and leave undeveloped the real material interests of their own persons and the Country. What is the consequence? We are not improved in any sense by it. Our young men of the present day will not favourably compare with those of twenty-five years past. And that is not all; but this running after higher education, where it is not really needed, leads many young men into idleness. They would all be Teachers, Clergymen, Doctors, Lawyers, or Clerks; and the fact is that, if this state of things goes on, the important material interests of the Country must continue to remain undeveloped. What we have really to decide is whether there is any necessity for another University College. My candid opinion is that for fifty years to come there will not be any need for such an Institution; and that if we had High Schools, and our Common Schools and Grammar Schools, I am sure we would be as well educated a Country as is under the sun. England has been referred to, with her great number of Colleges; but I take it upon me to say that if England had not so many Colleges,—if she paid more attention to Common School education, the people would be better educated, with all her Colleges, —with thirteen affiliated round one University, and seventeen round another; and although having all these Colleges, England is by no means the educated Country that she ought to be. Considering her age and wealth and the amount she expends in education, she is far below the standard she ought to have attained.

Mr. Cumberland.—In referring to the amendment last put before the House, I think I may say, however, that the intent of the Act of 1853, was to recognize the

* How very different is this opinion (on the multiplication of Colleges) from that expressed by Mr. Adams, the distinguished Graduate and Overseer of Harvard College, on page 317 of the Fifteenth Volume of this Documentary History. One is the opinion of a novice, the other that of an experienced Educationist.

Toronto University as a central University. That Act had for its object the establishment of a Provincial University and the affiliation of Colleges therewith. That is the reading I put on it; and therefore I entirely repudiate the notion, so far as I am concerned, of intending any other than the existing University of Toronto, as the future central University. Under these circumstances, I would suggest to Mr. Clark, the Member for Grenville, whether it would not be wise frankly and straight-forwardly and above board, to accept the Resolution of Mr. Blake, the Member for South Bruce, hoping that at an early day the Government will take action on the question and bring it to the notice of the House.

Mr. Swinarton.—I desire to say that I believed, like many Members of the House, that when we rose last Session the Government had fixed on as their policy, that there were to be no more Grants to sectarian Colleges. I came back to sustain the Government in that stand, and I hope the Government will stick to their views of last Session, and I think the House will sustain them. I am very much surprised at the Member for Algoma to-day for four or five hours in speaking of superior education. It would look better if the honourable Gentleman would ask the Government to establish three or four Common Schools in the District of Algoma. Let us first of all see the people in our rural districts better provided with Common School education.

Mr. Blake.—My amendment, I understood, could not be formally placed before the House until we had first disposed of part of the proposition of the Member for Welland; but the Attorney General informs me that the practice in our House, in this respect, is not that laid down by May. I, therefore, place the amendment in your hands at once.

Mr. Sinclair said, for my part, I altogether object to the sustenance of any educational Institution connected with, or under the control of, any Denomination, through the aid of State money. If there is any necessity for the Endowment of Colleges,—if University College is insufficient,—it would be right for the House to take that matter under consideration. But the Country requires that if they are endowed, it must be on the non-Denominational basis on which the Common Schools are founded. If any educational Institutions are required to supplement those in use, I think this House will be willing to give aid to such Institutions, but they must be formed on the non-sectarian principle.

Mr. Gow.—I am opposed to sectarian, or Denominational Grants, and think that that sentiment prevails largely in this House and throughout the Province of Ontario, and the sooner the Gentlemen agitating this question become aware of this fact, the better for themselves and us. I am prepared to consider any well defined scheme to promote, extend and protect our present system of education.

Mr. Clark.—As the mover of the original Resolutions, desired to say that these Resolutions affirmed the desirability of having a more efficient system of education than that which now exists.

The amendment of the Member for South Bruce was then put and carried on the following division:—

Yeas.—Messieurs Barber, Baxter, Beatty, Blake, Boulter, Boyd, Cameron, Carling, Carnegie, Clark, Clemens, Cockburn, Colquhoun, Cook, Coyne, Craige, (Glengarry), Crosby, Cumberland, Currie, Evans, Eyre, Finlayson, Fitzsimmons, Gibbons, Gow, Graham (Hastings), Grahame (York), Greely, Hays, Hooper, Lauder, Lount, Lyon, Macdonald, Matchett, McDougall, McGill, McKellar, McLeod, McMurrich, Pardee, Paxton, Perry, Read, Richards, Sexton, Shaw, Sinclair, Smith (Kent), Smith, (Middlesex), Supple, Swinarton, Trow, Wigle, Williams (Durham), Williams (Hamilton), Wilson, and Wood.—59.

Nays.—Messieurs Calvin, Craig (Russell), Ferguson, Luton, Monteith, McCall (Norfolk), McColl (Elgin), Rykert, Scott (Grey), Secord, Springer, and Tett.—12.

Mr. Rykert's amendment to the amendment, was then put and carried, on the following division:—

Yeas.—Messieurs Barber, Baxter, Beatty, Blake, Boulter, Boyd, Cameron, Carling, Carnegie, Clarke, Clemens, Cockburn, Colquhoun, Cook, Coyne, Craig (Glengarry), Crosby, Cumberland, Currie, Evans, Eyre, Finlayson, Fitzsimmons, Gibbons, Gow, Graham (Hastings), Grahame (York), Greely Hays, Hooper, Lauder, Lount, Lyon, Macdonald, Matchett, McDougall, McGill, McKellar, McLeod, McMurrich, Pardee, Paxton, Perry, Read, Richards, Sexton, Shaw, Sinclair, Smith (Kent), Smith (Middlesex, Springer, Supple, Swinarton, Trow, Wigle, Williams (Durham), Williams (Hamilton), Wilson, and Wood.—59.

Nays.—Messieurs Calvin, Craig (Russell), Ferguson, Fraser, Luton, Monteith, McCall (Norfolk), McColl (Elgin), Rykert, Scott (Grey), Secord, and Tett.—12.

Attorney General Macdonald rose before the original motion was put and said,—It is with high satisfaction I have noticed that the House has affirmed that policy which we placed on the Statute Book, and which was among the very first Acts submitted by the Administration to the House last Session. We have been handsomely sustained; and I have only to say that we still adhere to the policy of last year. The Government preferred on this occasion to take no part in the debates of the House.

The House divided on the original Resolution, as amended,—which was carried on the following division:—

Yeas.—Messieurs Barber, Baxter, Beatty, Blake, Boulter, Boyd, Calvin, Cameron, Carling, Carnegie, Clarke, Clemens, Cockburn, Colquhoun, Cook, Coyne, Craig (Glengarry), Craig (Russell), Crosby, Cumberland, Currie, Evans, Eyre, Finlayson, Fitzsimmons, Fraser, Gibbons, Gow, Graham (Hastings), Grahame (York), Greely, Hays, Hooper, Lauder, Lount, Luton, Lyon, Macdonald, Matchett, Monteith, McDougall, McGill, McKellar, McLeod, McMurrich, Pardee, Paxton, Perry, Read, Richards, Rykert, Scott (Grey), Sexton, Shaw, Sinclair, Smith (Kent), Smith (Middlesex), Springer, Supple, Swinarton, Trow, Wigle, Williams (Durham), Williams (Hamilton), Wilson and Wood.—66.

Nays.—Messieurs Ferguson, McCall (Norfolk), McColl (Elgin), and Secord.—4.

The House then adjourned.

CHAPTER IV.

A SPECIAL REPORT OF THE SYSTEMS AND STATE OF POPULAR EDUCATION ON THE CONTINENT OF EUROPE, IN THE BRITISH ISLES, AND THE UNITED STATES OF AMERICA, WITH PRACTICAL SUGGESTIONS FOR THE IMPROVEMENT OF PUBLIC INSTRUCTION IN THE PROVINCE OF ONTARIO.

By the Reverend Doctor Ryerson, Chief Superintendent of Education for Ontario, 1868.

I have the honour to transmit herewith, to be laid before His Excellency, the Members of the Legislature, and the Country, a Special Report on the Systems and State of Popular Education in several Countries in Europe and the United States of America, with practical suggestions for the improvement of Public Instruction in this Province.

Toronto, March 2nd, 1863. Egerton Ryerson.

To His Excellency Major-General Stisted, C.B., Lieutenant-Governor of the Province of Ontario.

May it please Your Excellency:

I deem it my duty to lay before Your Excellency, for the information of the people of this Province, through their Representatives, a Special Report, embracing the results of observations and enquiries respecting the systems of Public Instruction in several Foreign Countries as compared with that of Upper Canada, and offering some suggestions for the advancement of Education among us. I am induced to make this Report under the following circumstances:—*

Scope and Object of this Special Report.

When, in the latter part of 1844, I entered upon the task of devising a system of Public Elementary Instruction for the then Province of Upper Canada, I prefaced my work by a preliminary enquiry of more than twelve months into the systems of Public Instruction in the neighbouring States of America, and several Countries of Europe, especially Great Britain and Ireland, France, Holland, Prussia, some Minor States of Germany, and Switzerland. I embodied the results of my enquiries and observations in a "Report on a System of Public Elementary Education for Upper Canada," which was laid before our Government and Legislature in 1846,† and according to the recommendations of which, a Law was framed and our present Educational System was established. One part of my plan of labour was, to make, once in five years, an Official Visit to each County of Upper Canada, to consult, at a public County Convention, on the progress, working and defects of our System of Education; and to make, also, once in five years, an Educational Tour of observation and enquiry into the working and progress of the Systems of Public Instruction in the chief educating Countries of America and Europe, that we might avail ourselves, as far as possible, of the experience of both Hemispheres in simplifying and improving our own System and methods of diffusing education and useful knowledge among all classes of the population. With this view, I have, several times, visited all the Counties of Upper Canada, and been permitted in 1850-1, and again in 1855-6, to make educational Tours in the United States and Europe, as also again in 1866-7. During this last Tour, I was directed by the Government to make special enquiries in regard to Institutions for the education of the Deaf and Dumb and Blind, with a view to some effective legislation and measures for the education of those afflicted classes of our fellow creatures.

A Supplementary Report on this subject will be shortly laid before the Legislature. [It will appear in a separate Chapter of this Documentary History].

It is my pleasing duty to add that in each of these Tours of inspection and enquiry, I was favoured by Her Majesty's Secretary of State for Foreign Affairs,—on former occasions by the Earl of Clarendon, and last year by Lord Stanley,—with Letters of Introduction to the British Ambassadors at the Court of each of the Countries I intended to visit, and through whom I obtained every Document and facility of enquiry requisite for my purpose.

Under these circumstances, and on the creation of a new Legislature, and the inauguration of a new system of Government, it seems appropriate to review the principles and progress of our System of Education in the light of the Educational Systems of other Countries, and determine to be second to no Country in our plans and efforts to secure to the whole of the rising and future generations of this Province of the Canadian Dominion the advantages and blessings of a sound, Christian Education.

*All the purely local, or temporary, parts of this Report I have omitted, and have condensed it as much as possible, without detracting from the completeness of the practical information which it contains.

† For this Report, see pages 140-211 of the Sixth Volume of this Documentary History. For an account of the Schools on the Continent of Europe and the United States in 1844, see pages 238-241 of the Fifth Volume. For Mr Horace Mann's account of them see pages 211-214 of the Sixth Volume.

It would be easy to occupy a quarto Volume of a thousand pages with historical and practical expositions of Systems of Instruction in Foreign Countries; but I think I shall best perform my present task by condensing in the narrowest possible space a summary view of the Educational Systems of the principal Countries to which we are accustomed to look for example and instruction in this noblest work of a nation, making such references and applications to our Province as the topics discussed and our circumstances may suggest.

Commissions of Inquiry by Other Countries.

In this course of foreign educational enquiry, we have but followed the example of older educating Countries. Three distinguished American educationists, besides ordinary Travellers, have visited Europe for the express purpose of studying its educational systems. In 1837, Doctor Bache, then Director of Girard College, Philadelphia, was commissioned by the Trustees of the College to make a tour of inspection in Europe, where he pursued his mission with great industry and ability for two years, and presented, in 1839, an elaborate Report of upwards of 600 octavo pages on the Educational Systems and Institutions of most of the German States, Great Britain, France, Holland and Switzerland.

In 1838, Professor Stowe inspected and made a brief but excellent Report on Education, and especially on the system of Normal Schools in Prussia and in 1843, the late Horace Mann, then Secretary of the Massachusetts Board of Education, made a School Tour in Europe, and reported especially upon the character and methods of School discipline and teaching in Holland, Prussia, England and Scotland. A few years since, Doctor Henry Barnard,—now at the head of the new National Department of Education at Washington, made an Educational Tour in Europe; and he has written largely and lucidly on Education and the Normal Schools and other Educational Intsitutions of Germany, France, England, etcetera. I am indebted to Doctor Barnard for several facts and references in the following pages.

As early as 1831, the French Government deputed the justly celebrated M. Victor Cousin to make a Tour of inspection in Germany, and to report not only on Primary Education, but on the higher Schools and Universities. M. Cousin occupied half of his Report of two Volumes with Prussia, but describes the Educational Institutions of Weimar, Saxony, Frankfort-on-the-Main, and Holland. M. Cousin's Report on the Prussian System of Education has been translated into English, and repeatedly printed in both England and the United States; and as the earliest fruit of that Report, M. Guizot, then French Minister of Public Instruction, devised and put into operation a System of Public Instruction for France, which, with some important modifications, remains to the present day,—the most comprehensive and complete in Europe, except that of Prussia. Again, in 1854, M. Eugéne Rendu was charged by the French Ministry of Instruction to visit Germany and study the state of Education there; and lastly, in 1865, the French Ministry of Public Instruction directed M. J. M. Baudouin to inspect and study and report upon the organization and methods of Public Instruction in Belgium, Germany and Switzerland. His Report extends to upwards of 500 quarto pages.

The British Government has appointed various Commissions to investigate and report on the Systems of Instruction on the Continent. Within the last ten years an Education Commission, appointed by the Queen and presided over, until his death, by the late Duke of Newcastle, has enquired into the state of Popular Education in England, with a view to consider and report upon measures for the extension of sound and cheap Elementary Education to all classes of the people. That Commission has appointed Assistant Commissioners to visit France, Holland, Switzerland, Germany, the United States and Canada. Their researches were to embrace the following heads of enquiry:—"1. The Voluntary, or Compulsory character of the Education. 2. The

nature of the Education. 3. The means by which it is supplied. 4. The Regulations by which it is governed. 5. Its results."

To make these important enquiries, Mr. Matthew Arnold, M.A.,—son of the late celebrated Reverend Doctor Arnold,—was appointed to visit France, Holland and French Switzerland, and the Reverend Mark Pattison, B.D., was appointed to make enquiry into Elementary Education in Germany; and the Reverend James Fraser, M.A., was appointed to visit the United States and Canada for the same purpose.*

I have, of course, availed myself of the Reports of these able men, as well as of the Official Reports and Laws of the several Countries I have visited, in order to assist my own enquiries and enlarge my knowledge on the many topics of investigation. Their opinions will be frequently quoted in the following pages.

I. Public Instruction in France.

I will commence with a brief view of the System of Public (especially Primary) Instruction in France; in order to understand which, it will be necessary to note the governmental organization on which that system of instruction is engrafted.

France, formerly divided into thirty-four Provinces, has, since 1789, been divided into Departments; each Department is divided into Arrondissements; each Arrondissement is subdivided into Cantons and Communes. There are in France 86 Departments, 363 Arrondissements, 2,850 Cantons, and 36,826 Communes.

The largest division for administrative purposes in France, is the Department, at the head of which is a Prefect, who is appointed by the Central Executive, and assisted by two Councils; the first of which is a judicial body,—a Prefect's Council (Conseil de Préfecture),—whose duty it is to settle legal disputes arising out of the administration of the Department,—the second is a Council-General, an elective deliberative body, which assigns to each of the several Arrondissements in the Department its share of Departmental State-taxation, and votes the Funds expended by the Executive of the Department.

The Arrondissement is the next largest administrative division in France. At the head of each Arrondissement is another Officer of the Central Government,—the Sub-Prefect, who is assisted by another deliberative body, called the Conseil d'Arrondissement, which performs for the Arrondissement and Communes included in it the same functions which the Council General performs for the Department and Arrondissements. The Canton is a subdivision of the Arrondissement, has its chief town, or chef lieu, and at the head of which is a Justice of the Peace,—Juge de Paix.

The smallest municipal division is the Commune, (somewhat similar to a borough in England, or a Township with us), at the head of which is a third Executive Officer, called a Mayor, who is assisted by a third deliberative Body, called the Municipal Council.

The heads of this Municipal hierarchy,—the Prefects, Sub-Prefects, Justices of the Peace, and Mayors,—are all appointed by Imperial authority; the deliberative bodies are elected by the tax-payers whom they represent. But the Prefect has power to dissolve any Municipal Council in his Department, and to replace it by a Municipal Commission of his own nomination.

Although there is thus a nominal elective System of Municipal Government in France, there is a real net-work of executive power and control intersecting and pervading every Commune of the Empire,—constituting a perfectly absolute government for the time being under the form of universal suffrage.

*For Mr. Fraser's Report on the School System of Upper Canada, see pages 98—100 of the Eighteenth Volume of this Documentary History.

2. *System of Public Instruction—Its Threefold Division.*

The organization of the System of Public Instruction in France is in harmony with that of the civil government. At the head of it stands The Supreme Council of Public Instruction, presided over by the Minister of Public Instruction, and composed of five Bishops, or Archbishops, three Senators, three Councillors of State, three Members of the Court of Cassation, (or Appeal), three Ministers belonging to the Lutheran, Reformed and Jewish Churches, five Members of the Institute, eight Inspectors-General, and two heads of private Establishments of Instruction. This Council thus fairly represents the different creeds and institutions of France. The Clergy, both Roman Catholic and Protestant, although included in every School Corporation, or Council, are always in a small minority. In France the Church is completely subject to the State. All the Members of this Supreme Council are, since 1852, named by the Emperor for one year. The Council assembles at least twice a year, and gives its opinions on projected Bills and Decrees concerning Public Instruction, on Regulations respecting Programmes of Study, and has control over all Councils of Academies (Universities), of which there are sixteen,—each Academy having one or more of the Faculties of Law, Medicine, Literature and the Sciences,—and Lyceums (Grammar Schools), Colleges, and Schools of Primary Instruction under its jurisdiction.

Public Instruction in France is distinguished into Instruction Supérieure,—including the Academies, with five Faculties,—Sciences, Letters, Theology, Law and Medicine; Instruction Secondaire,—comprising the Lyceums, Royal and Communal Colleges,—at which Students can take the Degrees of Bachelor of Letters and Bachelor of Sciences; and Instruction Primaire,—comprising Elementary or Common Schools. There is a Normal School Superior, for training Professors for the Faculties in the Academies; there are Normal Schools Secondary, for the training of Professors for the Lyceums and Colleges. None but Graduates, after competitive Examination, are eligible for admission into these Normal Schools. There are also Primary Normal Schools, for the training of Teachers for the Elementary Schools.

3. *Government Inspection of Schools.*

Over all these Academies, Colleges, and Schools, there is a rigid system of inspection. There are eight Inspectors-General for the Academies or Faculties; six Inspectors-General of the Lyceums and Colleges; and two Inspectors-General to oversee the numerous local Inspectors of the Elementary Schools. Each of the sixteen Academies has a district of country embracing several Departments, and is presided over by a Rector, who has charge of the Normal Schools, and the Course of Study and methods of teaching in the Primary Schools, and who is assisted by an Officer in each department of his district called an Academy Inspector, who has chiefly to do with Secondary Instruction, but has also the supervision of Primary Instruction in his department; and to him the Inspector of Primary Schools makes his reports, and on his representations the Prefect is for the most part guided in dealing with the primary Teachers.

4. *Departmental Control of Education.*

The Prefect, as I have observed, is the head of the Department, and is assisted by a Departmental Council, composed of thirteen Members, the majority of whom were formerly elected by the ratepayers, but all of whom are now nominated by the Minister of Public Instruction, except the Procureur-General, the Bishop and his ecclesiastical nominee, who are *ex officio* members.

5. *Communal Control of Education—Religious Persuasions—Protection of the Minority.*

The Mayor and Municipal Council of each Commune have the immediate care and oversight of each Communal School. The Mayor and the Curé, or Minister of Religion, have the exclusive supervision of the moral and religious teaching of the School. In

France three forms of religious worship are recognized by Law,—the Roman Catholic, the Protestant (Reformed and Lutheran), and the Jewish; and the Ministers of these communion are alike salaried by the State.

6. *Separate Schools Allowed—Religious Liberty Maintained.*

Difficulties having arisen in connection with Religious Instruction in the Common Schools, Separate, or Denominational, Schools multiplied, and became rather the rule than the exception. By Laws and Regulations adopted in 1850, each form of Religion recognized by the State, is allowed to have a Separate School; but the Departmental Council has power to unite in one Common School children of different Religious communions. Yet if the children are thus united in one School, their religious liberty is sedulously guarded. It is provided that the Ministers of each Communion shall have free and equal access to the School, at separate times, to watch over the Religious Instruction of the children of their own Communion. Where the School is appropriated to one Denomination, no child of another Denomination is admitted without a written request from his Parents, or Guardians; of which request the Teacher must keep a record, to be produced when required. Thus the liberty and rights of the minority are protected in France; and I believe that protection is impartial and effectual.

7. *Methods of Providing for the Support of Schools.*

The means of establishing and supporting the Schools are provided by the joint action of the State, the Departments, the Communes, Fees of Pupils, and individual contributions. Every Commune must provide a School House and residence for the Teacher. Every Teacher must have a lodging, or its equivalent in money, with a minimum Salary of not less than 600 francs, ($120). If the Commune refuses, or neglects, to provide by tax on the property at the rate of three per cent., the Government imposes and collects it. If the Commune, on account of poverty, or disaster, to the crops, cannot raise the sum required, the Department to which such Commune belongs, must provide for it. And if the revenues of the Department, by a tax of two per cent., are not sufficient to meet the deficiencies of all the Communes, the balance is supplied by the State.

8. *Normal Schools for Departments.*

Every Department must, by the Law of 1850, support a Normal School for the training of Teachers for Primary Schools; or, in certain circumstances, two, or more, Departments may unite for that purpose. The sum to be expended in support of a Normal School for the Salaries of Teachers, Apparatus, or Scholarships in aid of poor Students, is not fixed by the Department, but is regulated by the Supreme Council of Public Instruction. The Salary of the Principal, or Director, is borne jointly by the Government and the Department; the Salaries of the other Teachers is borne by the Department.

9. *Provision for Superannuated Teachers.*

In each Department an increasing fund is established for the relief of aged Teachers, and of the Widows and children of Teachers who have died in their work. Each Teacher must subscribe one-twentieth of the Salary he receives from the Commune; and the sum-total of his subscription, together with the interest on it, is returned to him when he retires, or to his Widow and children when he dies.

Without entering into further detail, I will now present a brief statistical view of the operations of this magnificent and comprehensive system of Public Instruction.

10. *Universities, Colleges, Superior Normal Schools and Students.*

Under the head of Instruction Superieure, there are the sixteen Academies, or Universities, with their one, or more, Faculties each. There are six Faculties of Catholic Theology; two Faculties of Protestant Theology; nine Faculties of Law; three Faculties of Medicine; six Faculties of Sciences and Letters. There are distributed among the principal Towns of France. In the University of Paris alone, the number of Students amounts to 2,000 for Law, 3,000 for Medicine, 1,500 for Sciences and Letters. In the College de France, there are 34 Professors, and as many in the Sorbonne, all of whose Lectures are public and free. There are upwards of 20,000 Students in the various Academies, or University Colleges.

In the system of Secondary Instruction, there are 63 Lyceums and 244 Communal Colleges, (Superior Grammar Schools), aided and inspected by the State. All the Towns possessing Faculties have also Normal Schools (Ecoles Normales Supérieures), for providing the Lyceums and Communal Colleges with Masters and Teachers, besides the Superior Normal School at Paris, for the training of Candidates for Professorships in the Universities, and which is under the control of the Minister of Public Instruction, administered by three Directors, and in which there are eighteen Professors and eighty Students.

11. *Primary Schools, Teachers and Pupils.*

It is, however, with the system of Primary Instruction that we are chiefly concerned. Mr. Arnold, in the Report of his French Mission of Inspection in 1859, remarks that he obtained Statistics, (which had been prepared with great labour from unpublished Documents), of the Primary Schools for 1857. In 1865, a very elaborate statistical Report of Primary Instruction, was published. I will here translate a summary of the statistics of this Document,—premising that the Schools taught by Religious Orders, are called Congréganist Schools,—Ecoles Congréganistes. This Report of the Minister of Public Instruction opens with the following statement of the progress of School attendance since 1832:—

"In 1832, our Primary Schools contained 1,935,624 children for 32,560,934 inhabitants.

"In 1847, there were 3,530,134 Pupils for 35,400,486 inhabitants.

"In 1863, there were returned 4,336,368 Pupils for a population of 37,382,225 inhabitants. In other words, in 1832, France sent to the Primary Schools 59 Pupils out of 1,000 inhabitants; in 1847, 99.8; in 1863, 116 Pupils for every thousand inhabitants."

12. *Boys' Schools, and Mixed Schools for Boys and Girls.* 13. *Girls' Schools.*

"In the 36,692 Communes provided with Schools, there are 38,386 Public Schools; of which 20,703 are for Boys, and 17,683 are mixed Schools for Boys and Girls. Thus the children of the two sexes are united in 17,683 Communal Schools; of which 15,030 are taught by male Teachers, and 2,653 are taught by female Teachers; 1,581 are taught by male, and 1,072 by female Religious Orders. Of the whole 38,386 Boys', or mixed Schools, 33,767 are taught by male lay Teachers, and 1,581 by female lay Teachers; 1,966 are taught by the Christian Brothers, and 1,072 by Sisters."

"Of the 37,510 Communes of the Empire, 19,312 are provided with Schools for Girls. So that there are 18,198 Communes yet unprovided with Schools specially for Girls."

14. *Free Schools.*

'Every Commune has the discretionary power, from its own resources, to support one or more Free Schools,—Ecoles Entierement Gratuites,—(law of 1850). There are 2,752 of these Free Schools,—866 taught by the Religious Orders, and 1,886 taught by lay Teachers."

15. *School Houses and Residences of Teachers.*

"Every Commune is required to provide a suitable place furnished for the School and Residence of the Teacher (law of 1850). And by a Decree of September, 1863, the Teacher's furniture is added."

16. *Teachers holding Certificates of Qualification—(Titres de Capacité).*

"Public Teachers, whether male, or female, must be provided with a Certificate of Qualifications, (brevet de capacité), or a title equivalent, except the female Members of Religious Orders, whose Certificates of obedience, (lettre d'obedience), are accepted in place of the Certificate, or brevet. Nearly eight per cent. of the lay Teachers have the complete Brevet, or Diploma of Bachelor; less than two per cent. of the Congreganist Teachers have the complete Brevet."

17. *Minimum Salary of Teachers.*

"Besides the lodgment and furnished School House, every Commune is obliged to furnish the Public Teacher a certain allowance. (Law of 1850). The decree of the 19th April, 1862, fixes in the following manner the minimum Salary of Teachers:—

1. From 1 to 5 years' service .....600 francs. ($120).
2. After 5 years .....700 francs. ($140).
3. After 10 years .....800 francs. ($160).
4. After 15 years .....900 francs. ($180).

"The female Teachers who teach the Public Schools enjoy an allowance, the minimum of which isdetermined by a decree of the 31st December, 1853, as follows:—

1st class .....500 francs. ($100).
2nd class .....400 francs. ($80).

18. *Classification of Schools resulting from Inspection.*

"Under the relation of the general appearance, the discipline, the direction, the teaching organization, the Schools are classed in the five categories following:—

	Lay Schools.	Congregnists.		Lay Schools.	Congregnists.
Good	12,513	1,066	Mediocre	3,048	277
Pretty good	11,165	957	Bad	778	68
Passable	7,844	670			
			Total	35,348	3,038

19. *Normal Schools.*

There are 107 Establishments especially charged with the training of Teachers for the Public Schools,—76 Normal Schools, and 7 Normal Courses of Instruction in Faculties. The average number of Masters provided by the Normal Schools is 1,060. The engagements contracted by Teachers trained in the Normal Schools to devote ten years to public teaching, are generally fulfilled.

The expenses of these Normal Schools and Normal Courses of Instruction in other Establishments, amounted, in 1863, to 2,429,936 francs, ($485,987), of which the State paid 278,395 francs, ($55,679); the Departments 1,584,040 francs, ($316,808); Towns 40,875 francs, ($8,175); the Schools from their own resources, 108,406 francs, ($21,681); individual Pupils and their friends, 417,220 francs, ($83,444).

For the training of female Teachers, there are 64 Establishments,—11 Normal Schools, and 53 Normal Courses of Instruction in other Establishments. The number of trained Teachers sent out from the Schools was 403.

Upon the whole, there exists in France 172 Normal School Establishments, in which 1,500 male and Female Teachers are trained and sent out annually to the Primary Schools, at an annual expense to the Nation of 2,901,154 francs, or $580,231.

20. *Examination of Teachers—Certificates Granted in 1863.*

There is in each Department a Commission appointed by the Departmental Council, to examine male and female Candidates for Certificates of Qualification for Primary Instruction. Females are added to the Commission for the examination of female Candidates.

Female Teachers require Certificates of Qualification as well as male Teachers; but the female Members of Religious Orders are exempted from examination.

21. *Infant Schools and their Teachers.*

There is yet another class of Schools,—infant Schools,—Salles d'asile. To be placed at the head of an infant School, the Mistress must be provided with a Certificate of Aptitude. In the chief Town of each Department, there is a Commission to examine Candidates and give Certificates of Aptitude.

From the "Résumé Général" of the French Minister of Public Instruction (M. Duruy), I extract the following remarks and statistics:—

22. *General Summary of Education in France.*

"The establishments of Primary Instruction are divided into four classes, or categories, namely:—

"*Normal Schools.*—1. Establishments designed to train Teachers,—male and female. 2. Primary Schools, properly called, in which children are received from seven to thirteen years of age, (Boys' Schools, Girls' Schools and Common Schools for both sexes). 3. Infant Schools. 4. Supplementary, (evening) Schools, opened for adults and Apprentices.

"Primary Instruction is also given in special classes attached to Colleges, Lyceums, and Secondary Schools, and in Establishments appertaining to different administrations, as Prison Schools, Regimental Schools, Schools of Arts and Trades, Agricultural and Veterinary Schools."

School Teachers.—The teaching body of these Establishments of Primary Instruction, not including the Normal Schools, is composed of 40,296 lay male Teachers and Assistant Teachers; 24,212 lay Mistresses and Assistant Mistresses; of Schools of the Religious Orders, Congreganists, there are 8,635 male Teachers and Assistant Teachers; 4,243 Mistresses and Assistant Mistresses.

School Population—School Attendance.—According to the last census, in a population of 37,382,225 inhabitants, there were reported 4,018,427 children from seven to ten years of age. That is an average of 10.7 children for every 100 inhabitants. The children from seven to ten years of age who receive instruction in the primary Schools were in number 3,143,540. There would remain, then, 874,887 children who did not attend any School or were taught elsewhere.

23. *The Expense of the French System and How Provided.*

Primary Schools.—The ordinary expense of Primary Instruction in France, in 1863, (not including Buildings and some other extraordinary expenses) was 58,674,700 francs, or $11,734,940. This sum is derived from the following sources:—

1. From Endowments, Gifts and Legacies, designed for the ordinary expenses of the Primary and Infant Schools ..... 2,195,640 francs ($439,128)

2. From Communes, (ordinary resources, 3 centimes, special and extraordinary Taxes, for the ordinary expenses)	25,316,590 francs	($5,063,318)
3. From families,—		
Fees of Public, Boys' and mixed Schools	13,739,590 francs	($2,747,918)
Fees of Girls' Schools	4,541,819 francs	($908,364)
Fees of Infant Schools	324,310 francs	($64,862)
Fuel	832,316 francs	($166,463)
Fees of adults	291,830 francs	($58,366)
4. From Normal Schools, (their own resources)	77,885 francs	($15,577)
5. From Cities and Towns for the support of Normal Schools	43,275 francs	($8,655)
6. By families for the board of Pupil-Teachers in the Normal Schools	464,420 francs	($92,884)
7. From the Departments for Primary Instruction	5,643,220 francs	($1,128,644)
8. From the State for Primary Instruction	5,203,810 francs	($1,040,762)
Total	58,674,700 francs	($11,734,940)

School Buildings.—The Department has voted 1,260,992 francs, or $252,198, for the building of Primary and Normal Schools; that private individuals have contributed by gifts and subscriptions to these expenses no less than 16,979,558 francs, or $3,395,911.

Private Schools.—The above figures do not comprehend the resources of boarding Schools, or the sums paid by families to private Seminaries of various kinds, or to Secondary Schools in which primary instruction is given.

24. *Children not Attending School—Efforts to Reduce the Number.*

The following are the remarks and explanations of the Minister of Public Instruction on this point:—

"The progress made during the last sixteen years has been less rapid than during the preceding period, because this was the period of creation. It is, however, considerable; for from 1847 to 1863, we have opened 8,566 Public Schools, and gained 806,223 Pupils, or an average of 50,000 per annum. At present there remain only 818 Communes unprovided with Schools, yet the greater part of these localities send their children to Schools in the vicinity.

"But if we take, as the Regulations require for the Normal limits of School age, from seven to thirteen years, we find in the Primary Schools in 1863, only 3,133,540 children of that age, out of 4,018,427, which, according to the census made by the Inspector in 1863, must exist in entire France. There would then be a deficit of 884,887 children from seven to thirteen years of age. There are a certain number of children who receive their first instruction in the family, or in the Elementary Classes of Secondary Establishments.

25. *Reasons for Non-Attendance after the Age of Twelve.*

"In regard to childhood, the acts of the Religious life, regulate, in general the duration of the School period. The first Communion in the Catholic Church takes place between eleven and twelve years of age. Very few children attend the School when they have no more catechism to recite, as many go there only to learn it. In Protestant countries, where the first Communion is at about sixteen years of age, this limit is also that of School age; and this delay which, in some degree, prolongs childhood, prolongs also the study of the School."

The French and English Systems of Elementary Education as Compared by Mr. Matthew Arnold, M.A., the English Educational Commissioner to France.

26. *Comparative Expensiveness of the French and English Systems.*

French Expenditure.—It appears that had the Communes borne the full ordinary expenses of their Schools, as well as the extraordinary expenses actually contributed by them, they would have had to find a sum of, in round numbers, £1,507,740 ($7,538,700). They actually bore a charge of £874,200 (($4,371,000), but of this they were legally bound to bear but £478,200 ($2,391,000). They voluntarily undertook a burden of £396,000 ($1,980,000). Families and private persons contributed, in School fees, board, and donations, about £423,900 ($2,119,500). The departments bore a charge of £210,920 ($1,054,600); of this, the obligations of the Law imposed on them £164,040 ($820,200); they voluntarily taxed themselves for £46,880 ($234,400). Finally, the State directly contributed about £206,800 ($1,034,000) (nearly the same amounts as the departments); to defray regular charges which it had undertaken to make good, it paid £146,400 ($732,000); while for the additional expenses which have been detailed it granted £60,400 ($302,000).

Public primary instruction in France, then, cost in the year 1856 about £1,710,500 ($8,552,500); of this, parish taxation (as we should say) contributed somewhat less than nine-seventeenths; county taxation about two-seventeenths; the consolidated fund about two-seventeenths; and School Fees and private benevolence somewhat more than four-seventeenths. Taxation, obligatory and voluntary, produced, altogether, nearly £1,295,000 ($6,475,000); that is to say, it produced more than three-fourths of the whole amount expended.

French Schools.—France possessed, in 1856, 65,100 Primary Schools. Of this number all but 15,000 were not aided, but maintained out of an expenditure of considerably less than one million and three-quarters sterling; the 15,000 Private Schools received amongst them some assistance out of it, but 50,100 Public Schools were maintained. Nor does the total of 65,000 Primary Schools include Infant Schools, numbering 2,684 in 1859,* and receiving 262,000 infants. Neither does it include Adult Schools, Apprentice Schools, Needle-work Schools, educating among them a great number of Pupils, and nearly all assisted, some supported, out of this expenditure.† If added, these would certainly carry the number of places of instruction for the poorer classes in France to 75,000, and the number of learners in them to above four millions. But, omitting the Private Schools, for £1,710,000 ($8,550,000) a year, more than 50,000 Schools are entirely maintained, and more than three millions and a half of children are instructed.

French Gross Results.—Assume the whole expenditure to contribute equally to this result; then to the three-fourths raised by taxation, three-fourths of the School results effected are due; in other words, for £1,295,000 ($6,475,000), more than 37,500 Schools are maintained, and more than two millions and a half of children are taught.

English Expenditure and Schools.—In Great Britain the annual expenditure on primary instruction, properly so called, is about £800,000 ($4,000,000). It maintained no Schools, but it aided, in one way or other, all the Schools liable to inspection; and on this estimate, it aided 8,461 Primary Schools to exist, and it helped 934,040 children to receive instruction.

* "Infant Schools in France are now regulated by the decree of March the 21st, 1855, which places them under the immediate patronage of the Empress and of a Central Committee. The decree establishes Inspectresses of Infant Schools, one for each of the sixteen Academies of France: these Ladies are named by the Minister, and paid by the State, they receive £80 ($100) a year and allowances for travelling.

† In 1848 there were 6,877 adult schools in France, with 115,164 pupils. In 1843 there were 36 Apprentice schools, with 1,268 scholars, and 145 ouvriers, or needlework, schools, with 5,908 girls attending them.

27. *National and Religious Character of the French and English Systems.*

French Religious Element.—The French system is Religious; not in the sense in which all Systems profess to be more, or less Religious, in inculcating the precepts of a certain universal and indisputable morality; it inculcated the doctrines of morality in the only way in which the masses of mankind ever admit them in their connection with the doctrines of Religion. I believe that the French system is right. Here it coincides with the systems of England and Germany. Morality,—but dignified, but sublimed by being taught in connection with Religious sentiment; but legalized, but empowered by being taught in connection with religious dogma,—this is what the French system makes the indispensable basis of its primary instruction.

The French system does not seek divisions; it accepts those that are radical, irreconcilable. All minor shades of division that may without violence to their nature conbine, it leaves to combine; it does not deepen by distinguishing them. Protestantism and Roman Catholicism, the great rival systems of authority and enquiry; Judaism, inveterate in its faded isolation; these it recognizes as necessary, irreconcilable. It recognizes these, but it recognizes no other. In an Empire of thirty-six millions it recognizes no other.

English Religious Element.—Here the English system diverges. In Great Britain, in a population of 21,000,000, it recognizes no less than seven Religious incompatibilities. But the divergence does not stop here. The French system recognizes certain religious divisions in the population; but it does not divide itself in order to meet them. It maintains its own unity, its own impartiality. In their relations with the State, with the civil power, all Denominations have to meet upon a common ground; the State does not make itself denominational; they have to make themselves national. When the Concordat was under discussion, neither supplication nor adroitness could prevail with Napoleon to give to the State itself an exclusive denominational character; he steadily refused to call the Roman Catholic Religion the religion of the State; he would only consent to call it what it undoubtedly was, the religion of the majority of the French nation.

English Denominational Influence.—In England the State makes itself Denominational with Denominations. It offers to them no example of a civil unity in which religious divisions are lost; in which they meet as citizens, although estranged as sectaries. It makes its inspectors Anglican with the Anglicans, Roman Catholic with the Roman Catholics, Orthodox Presbyterian with the Old Church of Scotland, Free Church with the New. It does not hold itself aloof from the Religious divisions of the population; it enters into them.

What has been the result? By dint of concession to the denominational spirit, by dint of not maintaining an impartial and unsectarian character, the State in England has been betrayed into a thousand anomalies, and has created a system far more irritating to sectarian susceptibilities than if it had regarded none of them. More than four-fifths of the population of France profess Roman Catholicism, and about one three-hundredth part of French inspection is in the hands of Roman Catholic ecclesiastics. One-half of the population of England profess Anglicism, and more than three-fourths of English inspection is in the hands of Anglican ecclesiastics.

28. *Financial Provision for Schools in France.*

Schools and Teachers.—The French system, having undertaken to put the means of education within its people's reach, has to provide Schools and Teachers. Here again it altogether diverges from ours, which has by no means undertaken to put the means of education within the people's reach, but only to make the best and richest elementary Schools better and richer. Where everything is left to be done by voluntary effort, Schools where most needed are not established at all. Where everything

is left to be done by the parish, there is niggardly pinching. The French plan places its Schools chiefly, but not absolutely, in the hands of local Boards; it tempers the parsimony of the parish with the more liberal views of the central power, and between the parish Contributor and the State Contributor it places a third Contributor of less narrow spirit than the first, of more economical spirit than the second,—the Department, or County.

Salaries and Rewards.—The best authorities are all agreed that the fixed Salary of the Teacher in France was put by the Law of 1833 too low, and that the Law of 1850 ought to have raised it directly, instead of attempting in a circuitous manner to provide a palliative for its insufficiency. At present the lay Teachers tend to quit their profession as soon as they can, for some more profitable career.

29. *Central and Local Control of Teachers—Inspection.*

The State has provided Schools and Teachers; under what authority shall it place them? Of Inspection, the great guarantee of efficiency, it has abundance; it has first Inspectors General, then Rectors and Academy Inspectors, then Primary Inspectors, then Cantonal Delegates, then the Parish Authorities, the Mayor and the Minister of the persuasion followed by the Scholars.

30. *French and English Systems of Inspection Compared.*

The machinery of French inspection is perhaps a little redundant. It is found impossible to obtain from the Cantonal Delegates, unpaid and with occupations of their own, that regular intervention in the details of Primary Instruction which the Government solicits from them. The Primary Inspectors are the very life of the School System; their inspection is a reality, because made when not expected. The Academy Inspectors, receiving the reports of the Primary Inspectors, and themselves in connection with the sixteen Academies of France, supply local centres for dealing with the mass of details received from the Primary Inspectors, and thus relieve the Central Office in Paris. The four Inspectors-General, in personal communication with the School Authorities, the Primary Inspectors and the Minister, preserve the latter from the danger of falling a victim to the routine of his own Bureaux, while he also obtains from four picked and superior men a unity of appreciation of School matters which he would seek for in vain from the 275 Primary Inspectors, chosen necessarily with less advantage of selection. If I were asked to name the four deficiencies most unanimously remarked in our System by the most competent Foreign judges whom I met, they would be these:—First, the want of distinct centres for managing the current details of School business, and the consequent inundation of our London Office with the whole of them. Secondly, the inconceivable prohibition to our Primary Inspectors to inspect without previous notice. Thirdly, the denial of access into the ranks of the Primary Inspectors to the most capable Public School Masters. Fourthly, and above all, the want of Inspectors-General.

31. *Comparative Influence of French and English School Legislation.*

The intelligence of the French people is well known; it places them among the very foremost of ancient and modern nations. It is the source of their highest virtue, a certain natural equity of spirit in matters where most other nations are intolerant and fanatical. I suppose that this intelligence is a thing not altogether peculiar and innate in the people of France; if it were, the upper classes, adding high culture to this exclusive gift, would exhibit over the upper classes of other nations a superiority of which they certainly have not given proof.

French and English Legislative Diction.—This works partly by its form, partly by its spirit. By its form it educates the national intelligence, not otherwise than as all French legislation tends thus to educate it; but even this is worth noticing. It is not unimportant to the reason of a nation whether the form and text of its Laws present the characters which reason delights in, or the characters which reason abhors. Certainly the text of an English Act of Parliament never carried to an uneducated English mind anything but bewilderment. I have myself heard a French peasant quote the Code Napoleon,—it is in every one's hands; it is its rational form, hardly less than its national spirit, that the Code has to thank for a popularity which makes half the nations of Europe desirous to adopt it. The style and diction of all the modern legislation of France are the same as those of the Code. Let the English reader compare, in their style and diction alone, M. Guizot's Education Law, with the well-known Bill of a most sincere and intelligent friend of English education, Sir John Pakington. Certainly neither was the French Law drawn by M. Guizot himself, nor the English Bill by Sir John Pakington; each speaks the current language of its national legislation. But the French Law, (with a little necessary formality, it is true), speaks the language of modern Europe; the English Bill speaks the language of the Middle Ages, and speaks it ill. I assert that the rational intelligible speech of this great public voice of her Laws has a directly favourable effect upon the general reason and intelligence of France.

Spirit of French School Legislation.—From the form I pass to the spirit. With still more confidence I say:—It is not a light thing for the reason and equity of a nation that her Laws should boldly utter prescriptions which are reasonable and equitable. It is not a light thing for the spread, among the French masses, of a wise and moderate spirit on the vital and vexed questions of Religion and Education, that the law of 1833 should say firmly:—Le voeu dés pères de famille sera toujours consulté et suivi en ce que concerne la participation de leurs enfants à l'instruction religieuse! It is not a light thing that the whole body of modern French legislation on these critical questions should hold a language equally firm, equally liberal. To this it is owing that, in a sphere where the popular cry in other Countries, either cannot be relied on, or is sure to be wrong, there exists in France a genial current of sound public opinion, blowing steadily in the right quarter. To this it is owing that from dangers, which perpetually thwart and threaten intellectual growth in other Countries, intellectual growth in France is comparatively secure. It is with truth that M. Guizot says in his latest wark, "C'est la grandeur de nôtre pays que les esprits ont besoin d'être satisfaits en meme temps que les intérets."

32. *Summary comparison of the French and English Systems.*

In France a national system which, though very unpretending, is all that a government can prudently attempt to make universal,—a System fixing a low level, certainly, of popular instruction, but one which the mounting tide of national wealth and well-being will inevitably push up higher. And this system is so framed as not only not to favour popular unreason, or popular intolerance, but positively to encourage and educate popular reason and popular equity. In England, a system not national, which has undoubtedly done much for superior Primary Instruction, but which for Elementary Primary Instruction has done very little. That it may accomplish something important for the latter, some have conceived the project of making it national. It is a grave objection that the system is over-centralized,—that it is too negligent of local machinery,—that it is inordinately expensive.

II. Public Instruction in Prussia.

The Prussian system of Public Instruction has attracted the attention of other Countries more, and is better known than that of any other Country in Europe. The most elaborate account of the Prussian system is that of M. Victor Cousin, who visited

Prussia by order of the French Government in 1831, and whose Report embraces not only an account of Primary Education, but, also of the higher Schools and Universities. But it is a singular fact that M. Cousin's account of Primary Education in his celebrated Report is taken, not from published Laws and Regulations, but from a scheme proposed by the Count Von Altenstein, who was Minister of Public Instruction at the time of M. Cousin's Mission and for many years afterwards; but the scheme thus prepared and elaborated into various and minute details, and which it was doubtless expected would soon become the Law of the land, and as such expounded to M. Cousin, was never put into execution, or published, or enacted; but it remains unprinted and unauthorized in the archives of the Ministry of Public Instruction in Berlin at the present day.

The fact is the Prussian administration of government in regard to Education, as well as in other matters, is provincial,—the growth of a century and more,—the result of usages, Laws, Decrees, Regulations, instructions in each of her ten Provinces, or local Governments, and varying according to the circumstances and population of each of those Provinces, though the fundamental principles and many features of it are common to all the Provinces. It is only since 1855 that there has been a general School Law in Prussia.

1. *Provincial and Municipal Organization of the Kingdom.*

Provinces.—Down to within the last two years, the Kingdom of Prussia was divided into ten Provinces; each of these Provinces is sub-divided into twenty-five Regencies; each Regency is again sub-divided into Circles, and each Circle into Parishes. Each Province has its Governor (Ober President), who is assisted by a Council called a Consistory, exercising functions for the Province similar to what the Supreme Ministerial Council at Berlin exercises for the whole Kingdom. It has direct control over the Secondary Instruction and the Normal Schools for the education of Primary Teachers in the Province. It is sub-divided into two Sections, the one of which, under the title of School Board (Provinzial Schul Collegium), has charge of the Primary Instruction in the Province; empowers the execution of the Statutes and Regulations; examines Text Books, permits their introduction, after having obtained the approbation of the Central Ministry. This Board communicates with the higher authorities through its President, to whom also the next lower authority reports.

Regency.—The next smaller political division, after the Province, is the Regency, presided over by a President and assisted by a Council. This Council is divided into three sections, one having charge of the internal affairs, the second of the direct taxes, the third of Church and School matters. The Church and School Committee examines and appoints all the Teachers of Elementary and Burgher Schools, sees to keeping in order the Churches and School Houses, collects the Church and School Fees, and administers the Church and School Funds.

Circle.—Then in each of the Circles is a Councillor (Landrath), who administers its civil affairs, and an Inspector, a Clergyman, who has charge of several parishes in School affairs.

Parish.—The Circle being again divided into Parishes, or Communes, each Parish must, by Law, have its School, and each School its Committee of Superintendence, consisting of the Curate, two Magistrates, and from two to four notables. This Committee appoints a local School Inspector, who is usually the Clergyman of the parish.

Inspectors.—The Inspectors, either of circles or parishes, seldom receive any Salary as such, the duty being regarded as a part of their ecclesiastical functions.

School Board.—In the Cities and large Towns there is a Board of Management over all the Schools, called School Deputation, and a number of the Municipal Council appointed by the Government to oversee all the Schools. There is also a Committee of Management over each School.

2. *Executive Power over the Whole System in Prussia.*

Functionaries.—There is thus a regular gradation of authorities from the School Master up to the Minister of Education, and every part of the system of Primary Instruction takes its direction from the highest authorities, and is within the control of the Central Government. In most of the Provinces of Prussia the householders elect a representative of their own to the local School Board. And, still further, by these Regulations of 1858, the Chairman of any local School Board is empowered to suspend any Resolution regularly passed by a majority of the Board, provided, that within eight days he lays his objections before the Landrath, or Inspector of the Circle, who then decides upon its validity.

3. *Religious Instruction and Separate Schools.*

Religious Instruction.—In regard to religious instruction in connection with the Schools, it has always been recognized throughout Protestant Germany, that the Church, as well as the State, has an obligation in respect to Elementary Education. The English Commissioner, (the Reverend M. Pattison,) remarks in his Report that "The relations of the Protestant Church with the Central Government in the matter of education are harmonious. The Catholic Church, on the contrary, is in a condition of perpetual discord with the State on this subject." The Pastor of the Parish is *ex-officio* local Inspector of the Schools, both chief and affiliated, within his Parish; but the term Inspector implies much more than is meant by it in England, including superintendence as well as visitation. The composition of the local School Board varies in different Provinces; but in all the Clergyman of the Parish is a Member; in most he is Chairman. In Towns the local authority is exercised in a more efficient way by a Body called School Deputation. The last Regulation of 1851 on the subject of Religious Instruction, is as follows:—

"In the ordering of the people's School, regard shall be had as far as possible to Denominational relations. The Religious Instruction of the people's School is under the conduct of the respective Religious Bodies"

Separate Schools.—The Primary Schools in Prussia have been from the beginning in the 16th century Denominational and chiefly Protestant, until the present century. By the Law of 1794 the School was assigned a place among the other State Institutions; but it remained subject to the inspection and management of the Ecclesiastical authorities. Provision was, however, made for the recognition, management, ceremonial observances and teaching of Roman Catholic Schools, and when the Prussian Monarchy, after the Napoleonic invasion, grew in extent and aggregated large masses of Roman Catholic subjects, Roman Catholic Schools became an important, as well as integral part of the School System. The Schools existing in those Countries at the time of their annexation to Prussia were Roman Catholic. The law of obligatory attendance was either already in force or was without difficulty applied to them. Mr. Pattison remarks:—"Were the question asked, is the Prussian System at the present moment a System of mixed, or Denominational, Education? The answer must be that there is no general Law for the whole Kingdom on the subject." According to the letter of the Law any Commune is free to have a mixed School, but so strong is now the feeling against mixed Schools that they rarely exist. By a mixed School is meant one in which the Teachers are taken in equal proportions from the two religions. The strictly secular School was introduced into the Western Provinces with the French Law, as a necessary portion of the Municipal System of that Law in which the Commune is a purely civil division; but although the Napoleon Code is still retained a cherished possession by the inhabitants on the left bank of the Rhine, the Schools have almost all become confessional Schools, and this without any legislative enactment, but by

the mere current of circumstances. The Commune still remains a civil corporation with the obligation of maintaining both Churches and Schools for the inhabitants within its boundaries.

4. *Education of the Minority.*

In cases where the minority are unable to establish and maintain a separate School, or do not wish to do so, the following Regulations have long existed:—"Admittance into the Public Schools shall not be refused to any one on the ground of diversity of Religious confession."

5. *Funds for Supporting the Prussian Schools.*

As the endowment funds applicable to School purposes are very small, nearly the whole cost of the vast system of Elementary Education is defrayed by annual taxation of some kind. The funds for supporting the Primary Schools are derived chiefly from three sources:—1. School Fees of children. 2. Local School Rate. 3. The general the basis of population to each Province, or Regency, or circle; but it is made upon the ground, and only upon the ground of the poverty of a Commune, like our Poor School Grant, and forms therefore a very small proportion of the sums provided and expended in Primary Instruction.

6. *Educational Obligations of Parishers, or Communes, in Prussia.*

Every Commune must find School room and teaching for all the children from six to fourteen years of age belonging to it; and every Commune must provide for the support of its School, as far is it is able. The Law declares that not only shall provision be made for the education of every child of School age, but that every child shall attend School during that age, and that every Commune shall provide for the education of its own children, and shall only claim assistance from the State in case of the inability from poverty to fulfil the requirements of the Law. The Prussian System of Primary Instruction rests upon the obligation of each Parish, or Commune to provide for the Common School Education of its own children; and its efficiency arises from the universality of the enforcement and fulfilment of this obligation, and the thorough Elementary Education given to every child in the Kingdom. The State declares what the education shall be, and what shall be the qualifications of the Teachers who give it, and what shall be the minimum of the Salaries to be paid them, and the minimum and maximum Fees to be paid by Parents of Pupils, and then enforces this obligation and duty upon each Commune, and assists a Commune in case of poverty.

The departmental Government determines the Salary of the Teacher. Each Commune School has its local Board of Trustees; but the mode of providing the local funds for the support of the School greatly varies in the different Provinces and Districts. The following is the common feature:—The School Board of each Commune determines what the School Fees payable by Parents of Pupils shall be, the Law fixing the minimum at one groschen (two cents) per week, and the maximum at fifteen Prussian dollars ($11.25) per year, or a fraction less than a dollar of our money per month. (A Prussian dollar is seventy-one cents of our money). In determining what these Fees shall be, the School Board considers what Parents are able to pay. These Fees are collected by the School Board, are applied, as far as they will go, towards the support of the School. For the remaining part of the outlay required the School Board applies to the Commune, which provides by a Rate on property according to valuation as with us. If this Rate according to a certain percentage on the property of the Commune, is insufficient to support the School, then application is made for a Grant from the State funds. Out of the more than 30,000 Parishes, or Communes, comparatively few

are thus aided by the State, the aggregate amount granted by which is small in comparison with the sums provided from local sources. The Prussian Law on this subject since 1794, (and which has gradually passed into other States of Germany, and other Countries of Europe and America), is as follows:—

"Where there are no endowments for the support of Common Schools, then the maintenance of the Teacher falls upon the collective Householders, without distinction of Religion."

7. *Population and School Children in Prussia.*

Population.—The population of Prussia according to the last census before the recent conquests was 18,491,871, of which 11,298,246 were Protestants, 6,906,917 were Catholics, 254,785 Jews, 16,283 German Catholics, 12,716 Mennonites and 1,202 belonging to the Greek Church.

School Children.—In these figures are included 848,939 children from five to seven years of age, and 2,731,536 from seven to fourteen years of age.

8. *Universities, Colleges, Higher and Special Seminaries in Prussia.*

Summary.—There are in Prussia, 1 Academy of the Sciences; 1 Academy of Technical Science; 6 Universities with the four faculties, in each complete; 2 Catholic Universities of Philosophy and Theology; 13 higher Seminaries or Colleges, of which 9 are Catholic, 3 Protestant, 1 Jewish; 1 Jewish University of Talmudic Literature; 5 Seminaries or higher Normal Schools for training professors of the Gymnasia or Colleges; 1 Academy of Arts; 2 Academies of the Fine Arts; 6 Schools of Arts and Trades; 1 Institute of Church Music; 1 Academy of Bridges, Highways, and Architecture; 1 Academy of Mines; 1 Superior Institute of Commerce; 1 Superior School of Forests; 8 Schools of Agriculture; 1 Academy of the Military Art; 1 School of Engineering and Artillery; 3 Schools of War; 5 Military Schools; 1 Superior Marine School; 5 Schools of Navigation; 2 Schools of Military Surgery; 1 Central Institute, or Superior Normal School, for training Masters of Normal Schools; 144 Gymnasiums or Colleges; 25 Gymnasiums or Preparatory Colleges; 63 Real Schulen or Real Schools; 10 Superior Burgher or Citizen Schools; 25 Provincial Schools of Arts and Trades; 3 Schools of Design for Weavers; 2 Schools of Ordinary Drawing; 57 Seminaries or Normal Schools, for training Masters of the Primary or Common Schools; 25 Institutes for Deaf Mutes; 9 Institutes for the Blind; 70 Superior Schools for Girls; 350 Middling Schools for Boys; 370 Middling Schools for Girls.

9. *Statistics of Common Schools in Prussia.*

According to the latest printed general returns in 1857, there were in Prussia 25,163 Public Elementary Schools containing 2,828,692 children; of whom 1,430,926 were Boys and 1,397,766 were Girls, and taught by 33,597 male Teachers and 3,032 female Teachers.

10. *Diffusion of Education in Prussia.*

As the object of this Report is to give an epitome of Systems of Instruction and their results, rather than explain the subjects and modes of teaching in the Schools, it would exceed my prescribed limits and purpose to remark upon the subjects taught in the various kinds and graduations of Prussian Schools, Seminaries, Gymnasiums and Universities above mentioned, the methods of instruction and the modes of preparing Teachers and Professors for them; all of which is characterized by the solidity and thoroughness which distinguish German character and learning. In no other Country is there so thorough and universal Common School Education, or so complete a provi-

sion for the education of all classes in all branches of science and literature, and for all the Trades, employments and pusuits of life, as well for the Blind, the Deaf and Dumb. Dumb.

11. *Principle of Compulsory Education in Prussia.*

The principle being avowed that every child shall be educated and well educated, the Government provides for the removal of every obstacle to the application of that principle. Whenever, therefore, any Member of a local Council, or Board, neglects his duty, or opposes what he should promote in this respect, he is removed and a better man appointed in his place. This is the ground and object for the exercise of what seems an arbitrary power. And upon the same ground is the power of compelling the education of each child from seven to fourteen years of age, inclusive, to prevent any Parent from robbing his child of the sacred right of a good education, and of depriving the nation of an educated citizen. Mr. Pattison, the English School Commissioner to Germany remarks, that "The compulsory attendance by itself is now so entirely adopted into their habits that it has quite lost its involuntary character. It is as much a matter of course that the children of the Peasant, the Farmer, the Artizan, the Labourer shold take their daily road to School, as that those of the Tradesman, the Merchant, the Banker, or the Judge, should. This is a consequence of the universal prevalence of Day Schools. In attending the Day School the child is but doing what all the children of the place, rich as well as poor, are doing. This habit of universal attendance at the Day Schools is one of the most precious traditions of the German family. The compulsory School attendance dates from the earliest period of the Reformation, and was recognized as a Religious duty long before it became a Law of the State. From the time of Luther's address to the Municipal Corporations of Germany, 1524, this has been so recognized, whether it was enforced by enactment, or not. When, in the beginning of the 18th century, Freidrich Wilhelm began to issue royal Ordinances for the regulation and improvement of Elementary Schools, we find these Ordinances assuming, not enacting *de novo*, universal School attendance of all unconfirmed persons [confirmation takes place at the age of fourteen, or sixteen, after a course of Religious Instruction]. The usage as a part of the duty of a Christian Parent had even survived the ruin of the thirty years' war. The edict of 1716, which is popularly regarded as the source of the Prussian Compulsory System, does really nothing more than give the sanction of the royal Ordinance to an existing practice. Compulsory education in Protestant Germany never had to contend with an adverse public opinion; not because the spirit of personal liberty is wanting, but because, since Protestantism began, there has never been a time when it was not thought part of parental duty to have the children properly educated.

Popularity of the Prussian System of Education.—Mr. Kay, late Travelling Bachelor of the University of Cambridge, in his work on "The Social Condition and Education of the People of England and Europe," states as follows on this subject:—

I went to Prussia with the firm expectation that I should hear nothing but complaints from the peasants, and that I should find the School nothing but a worthy offshoot of an absolute Government. To test whether this really was the case or not, as well as to see something of the actual working of the system in the country districts, I travelled alone through different parts of the Rhine Provinces for four weeks. During the whole of my solitary rambles, I put myself as much as possible into communication with the Peasants and with the Teachers, for the purpose of testing the actual state of feeling on this qustion. Judge, then, of my surprise, that although I conversed with many of the very poorest of the people, and with both Romanists and Protestants, and although I always endeavoured to elicit expressions of discontent, I never once heard in any part of Prussia one word spoken by any of the Peasants against the educational Regulations. But on the contrary, I everywhere received daily and hourly proofs of the most unequivocal character, of the satisfaction and real pride with which a Prussian, however poor he may be, looks upon the School of his locality.

12. *Protection of Prussian Children as to Education and in Factories.*

The protection of children against the neglect and avarice of unnatural Parents and rapacious employers, is humanely provided for in Prussia, as also in other German States. In Berlin every youth proposed to be apprenticed must, at the time of his being apprenticed, be examined by the Guild of the Trade for which he is destined. If he can read, write and cipher competently for the business, he receives a Certificate to that effect. If not, he is sent back to School until he is able to do so. "Prussia, (says Mr. Pattison), followed by Bavaria, Baden and other States, has minute Regulations for the protection of the children employed in Factories. The minimum age now in Prussia is twelve. No young person under sixteen can be employed in a Factory without a Certificate of having regularly attended School for at least three years, or a Certificate stating that the bearer can read and write. This Regulation does not apply where the Mill-owner supports a School at his own expense, which the children in his employ attend at such hours as the School councillor shall sanction. The maximum number of hours for children under fourteen is now reduced from ten hours to six, and their employment between 8 p.m. and 5.30 a.m. is prohibited. They must attend School at least three hours daily. Every child has its Labour Book. These Books are supplied gratis to Parents or Guardians, of children. The provisions of the Factory Laws are printed in the beginning, and they contain:—1. Name, age and Religion of the child; 2. Name, calling and residence of the Parent, or Guardian; 3. Copy of Certificate of School attendance, etcetera. The Mill-owner has to take charge of these Books for each child in his employ, and to produce them to the Inspectors, or the Commissary of Police whenever called for, and to return them to the children on quitting his employment. Special Inspectors for Factories are appointed only here and there, although they can be sent to any Factory. Whether, or not, any Factory be under the supervision of a special Inspector, the ordinary Inspectors, local and departmental, are required to visit its School, (if any), as they do ordinary Schools. A Manufacturer may be fined for employing Persons under sixteen, without conforming to the prescriptions of this Law. He must send the names of all children in his employ twice a year to the public office."

13. *French Summary View of Prussian Education.*

I conclude this brief notice of the Prussian System of Public Instruction in the words (translated) of the French Government School Commissioner to Germany in 1865:—

"No where, in fact, (says M. Baudouin), is instruction disseminated with so much liberality, given with so much disinterestedness, and directed with so much care. The smallest hamlet has its Primary School; the smallest town its Gymnasium, its citizen and real Schools perfectly organized, endowed and inspected. In Germany every one is interested in youth; the highest personages and women of the first rank consecrate to it their time, their property, their experience. The best writers write Books for small children; the poets for their lessons in vocal music, write verses which the most illustrious composers do not disdain to set to music. The entire German people appear convinced that to occupy themselves with the instruction of youth is to fulfil a personal duty and labour for the future of their Country. Each one voluntarily becomes Volkserzieher, Teacher of the people, and contributes his part to the progress of general instruction.'

III. Public Instruction in Holland.

1. *Civil State of Holland.*

Holland is divided into eleven Provinces, each with its Governor and Elective Assembly, composed of from twenty-four to ninety Members besides the National Legislature. The ratepayers elect the Kiezers, the Kiezers elect the Road, or Town Council,

the Town Council elect a certain proportion of the Provincial Governments, and the Provincial Government elect the lower Chamber of the States General, or House of Commons. The States General is composed of two Chambers; the Upper Chamber consists of fifty life Members, the Lower Chamber of fifty-five elective Members.

2. *Historical Sketch of Education in Holland.*

The American School Commissioner, Doctor Bache, in his Report on Education in Europe, 1838, remarks:—"The System of Primary Instruction in Holland is peculiarly interesting, from its organization in an ascending series, beginning with the local School Authorities and terminating in the highest authority, instead of emanating, as in centralized systems, from that authority."

The first impulse to an improved system of elementary instruction in Holland originated with a Mennonite Minister named John Nieuvenhuysen, who, with other citizens of Groningen, founded, in 1784, the "Society of Public Good," whose objects were three-fold:—1. To prepare and circulate elementary works on religious and moral subjects and the matters of every-day life. 2. To establish Model Schools, and temporary Schools, with Libraries for the use of work people who had left School. 3. To make and report enquiries into the true methods of School teaching and discipline, and of the principles of the physical and moral Education of children. This was the origin of modern investigations of these subjects and of improved Systems of Education in both Europe and America. This Society was very energetic and successful; the Government encouraged its efforts to prepare School Books, train Teachers, excite attention to the state of the Schools, and gradually adopted its plans. In 1806, when Holland was a Republic, the various Edicts and Regulations which had been published from time to time were digested into a law and generalized for the guidance of the Country at large, by M. Van den Eude, called the "Father of Public Instruction in Holland," and who, from 1806 to 1833, as Commissioner, and acting under the authority of the Home Department, directed the Popular Education of his Country.

3. *French Statesmen on the State of Education in Holland.*

So high was the reputation of the Dutch School Methods and System more than fifty years ago, that the French University deputed M. Cuvier, the great Naturalist, to visit Holland in 1811, and report on the System of Public Education. He described the astonishment and delight he felt in first visiting the Dutch Schools, and pronounced them above all praise. I confess that no Schools which I have visited in America or in different Countries of Europe, so deeply and favourably impressed me in regard to discipline, methods of teaching, order and neatness as those which I have visited in the principal Cities and Towns of Holland. The English Commissioner, Mr. Arnold, in his Report of 1860, says:—"I have seen no Primary Schools worthy to be matched, even now, with those of Holland."

M. Cousin, the great French Philosopher and Educationist, who has visited and reported on the Schools of Prussia and other States of Germany in 1831, and prepared the famous French School Law of M. Guizot in 1833, visited and reported on the School System of Holland in 1836. Referring to the Dutch School Law of 1806, M. Cousin says:—"This code of Primary Instruction was founded upon maxims so wise, so well connected in all its parts, so conformed to the spirit of the Country, so easily adapted itself, by the generality of its principles to the convenience of Provinces the most different, that it has continued until the present without any material modifications, through three great Revolutions:—That which changed the Batavian Republic into a Kingdom, first independent, afterwards incorporated with France; that which overthrew King Louis, restored the House of Orange, and formed Holland and Belgium into one Kingdom; and that which finally separated the two Countries, and reduced the Kingdom of the Netherlands within its ancient limits.

4. *Stability of the Educational System of Holland.*

"During thirty years no attack has succeeded against the Law of 1806, and it could only be reached by a Law; and, when, in 1829, to please the Belgian liberals, the Government proposed a new General School Law, making serious modifications in that of 1806, the Chambers resisted it, and the Government was compelled to withdraw its project. The Code of Primary Instruction of 1806 has then remained intact, and has experienced neither modification nor addition, nor any new interpretation whatever; it has controlled and still controls the whole Primary Instruction of Holland; all the provincial Regulations conform to it, and the particular Regulations of each School are founded upon this Law and the provincial Regulations. The Law with these provincial Regulations and the rules of each individual School are so little changed that I found in Holland in 1836 the very same Regulations which M. Cuvier had seen in 1811, with the developments and solidity which time alone can give to Schools, as to all other institutions."

This System remained unchanged until 1857, when the Government introduced into the States General a measure to amend and modify certain of its provisions, and the great question of Denominational and Non-denominational Schools underwent one of the most elaborate and profound discussions which have ever taken place on the subject in any Legislature. The Non-denominational character of the School System was maintained; but it was modified in some of its practical details.

5. *Epitome of the School System of Holland.*

I will now give an epitome of the Dutch School System as it existed from 1806 to 1857, and then notice the changes, which were made in that year.

The Law of 1806, which was simple and short, adopted the then existing Schools, whether established by the "Society for the Public Good," or by Municipal or other public Bodies. But it was chiefly characterized by two provisions which are of the greatest importance in any School Law, and which were the foundations of its great success. It established a thorough system for the Examination of Teachers, so that none but competent Teachers could be employed in the Schools. 2. It provides a thorough system of Inspection for the Schools. This, indeed, was the great object of the Law, and the chief aim of its Author; for thirty years after its enactment, and three years after the infirmities of age had compelled him to retire from its administration, the memorable Van den Eude said to the French Commissioner, M. Cousin, who visited him at Haarlem in 1836,—"Prenez garde au choix de vos inspecteurs; ce sont des hommes qu'il faut chercher une lanterne à la main,"—Take care how you choose your Inspectors; they are men whom you ought to look for lantern in hand."

The Kingdom of Holland is divided into provinces, each of which is as large as three, or four, Counties, in Upper Canada; each Province is divided into School Districts; and over each District is appointed a School Inspector. Each School District is nearly as large as a Canadian County. The Inspectors of the several School Districts of a Province constitute the Commission for Primary Instruction in the Province. What Baron Cuvier said in his "Report to the French Government on the establishment of Public Instruction in Holland," in 1811, is still true:—"The Government is authorized to grant to each Province a certain sum to meet the compensation and the expenses of travel, and meeting of the Inspectors. The mode of choosing them is excellent; they are taken from Clergymen, or Laymen, of education, who have signalized themselves by their interest in the education of children, and skill in the local management of Schools, from Teachers who have distinguished themselves in their vocation; and, in the large Towns, from Professors of the Universities and higher grades of Schools." The English School Commissioner, Arnold, who visited and reported upon the Schools and School System of Holland, in 1860, remarks:—"This provincial School Commission

[of Inspectors] met three times a year, and received a report on his district from each Inspector who was a Member of it. It examined Teachers for Certificates. It was in communication with the provincial government. Once a year it sent as its Deputy one of its Members to the Hague, to form with the Deputies of other Provinces a Commission, to discuss and regulate School matters under the immediate direction of the Minister of the Home Department and his Inspector-General. In his own district, by this Law, each Inspector is supreme; local Municipal School Committees can only be named with his concurrence, and he is the leading Member of them all; no Teacher, public, or private, can be appointed without his authorization; and he inspects every School in his District twice a year. These powerful functionaries were to be named by the State, on the presentation for the Inspectorships of each Province of the assembled Commission of Inspectors for that Province. They received allowances for their expenses while engaged in the business of Inspection, but no salaries. There were at first fifty-six Inspectors, whose travelling allowances together amounted to £1,840 sterling; and this sum with an Inspector-General's Salary, and with a small charge for the office and travelling expenses of this functionary, was the whole cost to the State for Primary Instruction.

The Provincial and Communal administrations were charged to occupy themselves with providing proper means of instruction in their localities, with insuring to the Teacher a comfortable subsistence, and with obtaining a regular attendance of children in the Schools.

The provincial government fixed the Teachers' salary for each province at a rate which made the position of the Dutch Schoolmaster superior to that of his class in every other Country. Free Schools for the poor were provided in all the large Towns and in the Villages, which taught the poor gratuitously, but imposed a small admission Fee on those who could afford to pay it. Ministers of Religion and lay Authorities combined their effiorts to draw children into the School. The Boards which distributed public relief imposed on its recipients the condition that they should send their children to School. The result was a popular education, which, for extent and solidity combined, has probably never been equalled. Even in 1811, in the reduced Holland of the French Empire, M. Cuvier found 4,451 Primary Schools, with nearly 200,000 scholars, one in ten of the population being at School. In the Province of Groningen the Prefect reported, as in 1840 the Administration reported, that in the town of Haarlem there was not a child ten years of age and of sound mind that could not read and write. The position of Schoolmasters was most advantageous. Municipalities and Parents were alike favourable to them, and held them and their profession in an honour which then, probably, fell to their lot no where else. Hardly a Village School-master was to be found with a Salary of less than £40 a year, in the Towns many had from £120 to £160, and even more than that sum; all had besides, a House and Garden. The fruits of this comfort and consideration were to be seen, as they are remarkably to be seen even at the present day, in the good manners, the good address, the self-respect without presumption, of the Dutch Teachers.

6. *English Views on Education in Holland.*

In the year 1838, the Poor Law Commissioners of England deputed Mr. George Nicholls to examine and "Report on the Condition of the Labouring Poor in Holland and Belgium." Mr. Nicholls remarks, that "The measures adopted in Holland to promote the education of all classes have apparently resulted from the conviction that the moral and social character of the people, their intelligence, and their capacity for increasing the resources of the Country, must, in a great measure, depend upon the manner in which they are trained for the fulfilment of their several duties. A sense of the importance of education pervades the entire community,—it is sought for by the poor for their children with an earnestness similar to that observed in the more wealthy classes of other Countries; and, in Holland, the direct interference of Govern-

ment is confined to regulating the mode of instruction by means of an organized System of Inspection." "In the Certificate given to every Schoolmaster, (whether public, or Private), there is some sort of guarantee that the Person to whom the children are sent to learn, is not an ignorant charlatan, professing to teach what he has never learned." "In Holland there is no profession that ranks higher than that of Schoolmaster; and a nobleman would scarcely, if at all, command more respect than is paid to many of those who devote their lives to the instruction of youth. The personal consideration is extended to the Assistant Teacher, or Usher." "The most important branch of administration, as connected with education, is that which relates to School Inspection. All who have ever been anxious, either to maintain the efficiency of the School, or to improve its character, will appreciate the importance of the frequent periodical visits of persons having a knowledge of what education is, and who are therefore able to estimate correctly the amount and kind of instruction given.

Mr. E. Hickson, Principal of the Mechanics' Institute in Liverpool, in an "Account of the Dutch and German Schools," published in 1840, remarks that, "In Holland education is, on the whole, more faithfully carried out than in most of the German States, and the Dutch School Masters are decidedly superior to the Prussian, and the Schools of Primary Instruction are, consequently, in a more efficient state. This superiority we attribute entirely to a better system of inspection. In Holland inspection is the basis upon which the whole fabric of popular instruction rests."

7. *Religious and Moral Education in Holland.*

In respect to religious and moral education in the Schools, I may remark, with Mr. Kay in his Educational Tour on the Continent. "The Law proclaims, as the great end of all instruction, the 'exercise of the social and Christian virtues.' In this respect it agrees with the Law of Prussia and France; but it differs from those Countries in the way by which it attempts to attain this end. In Holland the Teachers are required to give religious instruction to all the children, and to avoid most carefully touching on any of the grounds of controversy between different sects."

Mr. Nicholls in his Report on the Condition of the Labouring Poor in Holland and Belgium says:—"The Schools contain without distinction the children of every sect of Christians. The Religious and moral instruction afforded to the children is taken from the pages of Holy Writ, and the whole course of education is mingled with a frequent reference to the great general evidences of revelation. Biblical history is taught, not as a dry narration of facts, but as a store house of truths calculated to influence the affections, to correct and elevate the manners and to inspire sentiments of devotion and virtue. The great principles and truths of Christianity, in which all are agreed, are likewise carefully inculcated; but those points which are the subjects of difference and religious controversy form no part of the instruction for the Schools. We witnessed the exercise of a class of children of notables at Haarlem, respecting the death and resurrection of our Saviour, by a Minister of the Lutheran Church. The class contained children of Catholics, Calvinists and other Denominations of Christians, as well as Lutherans, and all disputable doctrinal points were carefully avoided."

This remarkable system was established when Holland was a pure Republic, has survived successive revolutions,—is the original of the best features of the School Systems in the United States, and still exists in its integrity under the present monarchical government of Holland. The Law of 1806 itself is entitled "The Law on Primary Instruction in the Batavian Republic," and consists of twenty-one articles, or clauses, with several sub-clauses,—defining the Bodies and Officers to whom the administration of primary instruction shall be confided,—the description of schools which are to be recognized, and the classes of persons who may be authorized to teach them, together with large and discretionary powers on the part of the "Grand Pensionaire," or "Superintendent of the System," to make such Regulations and give such

Instructions as are necessary for the uniform and efficacious introduction of this Law, as well as all other Regulations which will tend to the improvement (au perfectionnement) of primary instruction in general.

8. *The Details of Primary Instruction.*

The first Order, or Regulation, defines primary instruction and the establishments included under it, both public and private; the descriptions of Teachers recognized for them; the control and inspection to which they are subject; the manner in which Teachers are appointed to them; the conditions on which public aid is granted to them, and the means by which they are to be kept open all the year.

Examination of Teachers.—The second general Order relates to the examinations of Teachers for Primary Instruction. The seventh article of this Order says that "In the Examinations, the object shall not only be to ascertain the extent of the knowledge of the Candidate in the branches which he proposes to teach, but also to ascertain his skill in communicating to others, and especially to children, the knowledge which he professes." The ninth article prescribes the subjects and modes of examination as follows:—

"1. An exercise in reading different printed and written characters; whether with a good pronunciation, a proper and natural accent, and also with a knowledge of punctuation.

"2. Some words and phrases designedly misspelled shall be proposed to the Candidate to ascertain his knowledge of orthography.

"3. To ascertain the extent of his grammatical knowledge of the Dutch language, a sentence shall be dictated, which he shall analyze, and name the parts of speech, and give proofs of his familiarity with declensions and conjugations.

"4. The Candidate shall write some lines in large, middle and small hand, and make his own pens.

"5. Some questions in Arithmetic shall be proposed to him, especially in respect to matters of common occurrence, and which are proper to show the experience and dexterity of the Candidate in calculations, both in whole numbers and in fractions.

"6. Some questions shall be proposed on the theory of Music.

"7. Various questions relative to History, Geography, Natural Philosophy, Mathematics, and such other branches as the Candidate proposes to teach.

"8. The examination as to the attainments of the Candidate having been completed, the Examiners shall proceed to the examination of his aptitude for teaching; they shall question him as to the manner of teaching children the Alphabet, Figures, and the first principles, afterwards Reading, Writing, Arithmetic. They shall then require him to relate some tale, or story, of history in order to ascertain his degree of talent in presenting things to children with clearness and precision.

"9. Finally, the Examiners shall propose some questions upon the principles to be followed in rewards and punishments, and also in general on the most proper means not only to develop and cultivate the intellectual faculties of children, but also to train them up to the exercise of Christian virtues."

9. *Teachers' Certificate of Qualification.*

The subsequent sections of this Circular relate to the mode of giving the different classes of Certificates to both male and female Candidates who have passed successful Examinations; the exact manner of designating the attainments and talents of each, the limitation of Teachers of the third and fourth classes to Schools of the lowest grade.

As the Examining Board in each Province was composed entirely of School Inspectors who had been selected for their office on account of their practical knowledge as well as zeal in respect to Schools, the Examinations were thus rendered efficient and

stimulating, well adapted to produce a class of Teachers for primary instruction unequalled in any other part of the world. It is on this point of the selection, powers and duties of local Inspectors, or Superintendents, that our Canadian School system is most defective.

10. *Regulations for School Inspectors, and for Boards of Instruction.*

But if the Regulations were admirable in regard to the Examination of Teachers, the Regulations in respect to the Inspection of Schools were no less practical and effective. This is, indeed, the corner-stone, the life, the soul of the Dutch School System, as it must be of any efficient System of Public Instruction.

Inspectors of Schools.—I have in preceding pages stated the manner of selecting and appointing Inspectors, the importance attached to their office, as also to some of their duties. The third circular order of government accompanying the School Law of 1806, contains thirty-one articles of "instruction," with many sub-articles "for the inspectors of Schools, and for the Commissions." The following extracts from the Instructions are suggestive, and will show the manner in which the duties of inspection have been provided for in Holland for more than sixty years, making each Inspector a sort of Normal School instructor of every Teacher under his charge needing his counsels:—

"*Article 1.* The Inspectors of Schools shall take the greatest care possible that the instruction of youth be put upon a uniform footing, improved and rendered of the most general and direct utility; that the Teachers are really capable of giving such instruction; that their zeal be encouraged, their merits rewarded. Finally, that the amelioration of primary instruction in general be presented to the public as interesting and advantageous. The whole to be done in conformity with the following articles.

"*Article 2.* Each Inspector shall acquaint himself with the number and situation of the Primary Schools, as also with the state of Primary Instruction throughout the whole extent of his District. He shall endeavour to see that besides the necessary number of ordinary Schools, there shall also be a sufficient number of Schools for children of tender age, organized in the best manner possible, and also Schools of Industry, or Labour.

"*Article 3.* He shall apply himself to become acquainted with the persons and talents of the several Teachers in his District, and shall make notes of them. He shall be always accessible to those who may think they need his counsels and explanations in regard to their functions.

"*Article 4.* He shall make it his special business to excite and maintain the zeal of the Masters; and for that purpose he shall, at appointed times, assemble a certain number of them. He shall then confer with them on the important end and attributes of the functions confided to them, and upon the best manner of discharging them faithfully and usefully in behalf of youth

Inspector's Visits.—The Inspector is bound to visit twice a year all the Schools of his District which are subject to his supervision. He is exhorted to repeat his visits at different times, either in case of necessity, or for the general good. He shall visit other Schools in his District from time to time, but in concert with the persons who have charge of them.

In visiting the Schools which are under his direct supervision, he shall request the Master to teach in his presence the Pupils of the different Classes, and who are in different stages of progress in order that he may judge of the manner in which instruction is regulated and given. He shall also note whether the Regulations concerning primary instruction as also the interior order of the Schools are duly observed and executed. At the conclusion of his visit the Inspector shall have a private conversation with the Master or Mistress of the School upon all that he has remarked during his visit. Each School Inspector shall keep notes of the remarks and observations which

he shall have made in the course of his visits for use in the manner hereinafter provided.

They shall specially take to heart the improvement of the School Rooms; the instruction of the children of the poor, particularly in Villages and Hamlets.

At each ordinary meeting of the Commission, each Member shall present a written Report:—

(1) Of the Schools he has visited since the last meeting, the date of visiting them. and the observations he made in regard to the state of the Schools under different aspects.

(2) Of the Meetings which he has held with Schoolmasters to confer with them touching their duties.

(3) Of his examination of Teachers of the lowest rank, with such particulars as he shall judge important.

(4) Of the changes and other circumstances which occurred in his District relative to any School, or Schoolmaster, since the last Meeting.

Inspectors' Reports.—Each School Inspector shall draw up annually, a general Report of the state of the Schools and of Primary Instruction throughout his District. He shall also make such suggestions as he may judge worthy of attention for the improvement of Primary Instruction.

Local Board Reports.—In order that the School Inspectors may not omit in their annual Reports anything mentioned in the preceding article, the local School Boards, or Trustees, shall draw up in writing, a Report similar to that which is required of Inspectors.

Reports of Departments.—From all these Annual Reports by the various Members of the respective departmental Commissions, there shall be prepared by each of them a general and succinct view of the state of the Schools and of Primary Instruction throughout the whole extent of their department.

Reports to Government.—After each ordinary Meeting, the Departmental Commissioners shall forward to the Secretary of the Interior:—

(1) An authentic summary of the proceedings and acts of the Meeting.

(2) The original written Reports presented by each Member.

(3) The name and state of persons who have been examined during the sittings of both the ordinary and extraordinary Meetings, stating the results of the examinations, and the rank, or class, of Certificate which the persons examined have obtained.

At the conclusion of the ordinary Meeting each Commision shall forward to the Secretary of the Interior, besides the Document mentioned in the preceding article:—

(1) One of the two authentic copies of the Annual General Summary.

(2) The original of the general Reports of the different Members of the Commissions.

(3) A detailed statement of the propositions which each Commission desires to submit for deliberation at the next Annual General Meeting, or which it has resolved to present to the departmental administration.

A like authentic copy of the General Annual Summary and other Documents are to be sent by the Commission, to the Department Administration.

11. *Superior Excellence of the Dutch School Regulations.*

Such were the Governmental instructions prepared and published the 3rd of April, 1806, for the inauguration and execution of the famous Primary School Law of that year,—instructions founded on a profound study of popular School economy, and adapted to interest and include all classes in its administration, to secure well qualified Teachers and good Schools, carefully superintended, while the Government would be thoroughly informed of all its operations, and be enabled by the suggestions of experience and observation from all quarters, to remedy the defects and improve the efficiency

of the System from year to year. Thus Primary Education has become more extensively and thoroughly diffused in Holland than in any other Country.

The general rules for Primary Schools, prepared and published May 6th, 1806, are also remarkable, not only from the period of their adoption, but for their practical character. I will extract the following:—

(1) The Primary Schools shall be open without interruption throughout the year, except during times fixed for Holidays.

(2) During the whole time devoted to the lessons, the Teacher shall be present from the beginning to the end; he shall not occupy himself with anything except that which relates to the teaching.

(3) The Teacher shall see that the Pupils do not needlessly go out of School, especially that they be quiet and attentive in the School, and out of that they show themselves peaceable, polite and modest.

(4) When the number of the Pupils exceeds seventy, measures shall be taken to employ a second Master, or Under-master.

(5) The Pupils shall be received, as far as possible, only at fixed periods in the course of the year.

(6) The Pupils shall be distributed, or classified into three divisions; each division shall have its own separate place, and shall receive at each sitting the instruction suitable to it.

(7) The Teacher shall see that Pupils are at all times clean in their dress, well washed and combed; and he shall at the same time take the greatest care of everything which may contribute to their health.

(8) The Schoolrooms shall always be kept in order; and for that purpose they shall be aired during the intervals of the classes, and scrubbed twice a week.

(9) There shall be an Examination of each School at least once a year. On that occasion, the Pupils of the lower Classes shall be promoted to the higher Classes, and, as far as possible, rewards shall be bestowed upon those who have distinguished themselves by their application and good conduct.

(10) When a Pupil who has distinguished himself by his progress and conduct, leaves the School, at the end of the Course of Study, he shall receive a Certificate of Honour.

12.—*Co-operation of Religious Denominations with the System.*

But that which has pre-eminently characterized the Dutch system of Primary Instruction, is the independence of the Primary Schools of any Religious Persuasion, and yet the co-operation of all Religious Persuasions in the work of Primary Instruction. It has stood the test of more than half a century, and held its ground in the presence of differing and opposing systems on this point in France, Germany, and even England; and the Christian intelligence, morals and virtues of the Dutch people in comparison with those of any other people in Europe, are the best vindication of their Primary School System, and of the adoption of this feature of it in Upper Canada. In previous pages it has been shown that the Teachers of the Primary Schools in Holland do not teach the peculiar tenets, or doctrines of any Religious Persuasion, but only the doctrines common to all Religious Persuasions, and Christian Morals and virtues as taught by Scripture biography and precept; that the doctrinal part of religious instruction was left to the several Religious Denominations. On the passing of the School Law for the organization of the School System, in 1806, the Government addressed a Circular to the Protestant Synods and the Roman Catholic Prelates on the subject, and received answers from them. These papers are of practical, as well as of historical, interest to us in Upper Canada. I give a translation of some of them as follows:—

Circular of the Secretary of State for the Interior, to all Synods of the Reformed Holland and Walloon Churches, Consistories of the Lutheran, Remonstrant, Mennonite Communions, and Prelates of the Roman Catholic Communion:—

The high importance which the Government earnestly attaches to Primary Instruction in this Republic, cannot have escaped your attention. No one of its powers and duties is more attractive. May the improved scholastic institutions, under the Divine benediction, bear the fruits which they appear to promise! They are opposed to the progress of immorality in our Country; and the pure principles of Christian and social virtues will by this means be implanted and cultivated in the hearts of future generations. At least it cannot be doubted that this is the dearest wish of the Government, and the first object which it proposes in the improvement of the Primary Schools. The object of the Schools is not then merely to impart useful knowledge, but they are established as an energetic auxiliary for the improvement of morals.

It is upon the same principle that the Government hopes that you will support and make known its intentions in regard to Schools, and invites you, by the present Circular, to employ your powerful influence for that purpose.

Especially is there one part of the instruction of youth for which the Government claims your co-operation; namely, the teaching of the dogmatic tenets of the various Communions.

You cannot be ignorant that throughout the whole extent of our Country, there has existed scarcely a School, or Teacher, that could give proper Religious Instruction. That Religious Instruction in the Schools was limited to committing to memory and causing to recite the questions and answers to some Catechisms. There was no ground, for various reasons, to expect more of the Teacher. And although the Government flatters itself that the new School Institutions will lead to this result, that there will gradually be introduced into the Schools a regular organization of instruction in the Christian Religion in that which relates to the historical and moral part of it; yet, in the actual state of things, it would not be right to impose upon Teachers the obligation to teach the doctrinal tenets of particular Communions.

If the Government has thought for these reasons that it was its duty to separate entirely denominational doctrine from the teaching of the School, it is not the less impressed with the importance of children receiving that instruction. Wherefore, having full confidence in your anxious desire to promote these salutary views for the welfare of youth, the Government has judged that it could not adopt a more effective measure than to address the various Ecclesiastical Communions of this Republic, and to invite you specially by the present Circular to take entirely upon yourselves the Religious Instruction of your youth, either by regular lessons on the Catechism, or otherwise. I shall be happy to be informed of the measures which you make take on this subject.

May 30th, 1806. HEND. VAN STRALEN.

Nothing could exceed the cordiality with which the several Protestant Synods and Consistories and the Roman Catholic Prelates responded to the sentiments and objects of this Circular; their wish and determination to co-operate with the Government as desired by its Circular. The Synod of the Reformed Communion of Holland replied by the adoption of five Resolutions, expressing in detail the manner in which it proposes to give effect to the requests and recommendations of the Government Circular. The following Resolutions indicate the spirit of the whole:—

1. That the Synod has remarked with sincere joy this mark of the confidence of the Government in the zeal and good dispositions of the Ministers of the Reformed Religion. Honoured by this confidence it gives Your Excellency the assurance that the Ministers of its jurisdiction have ceaslessly endeavoured to render themselves worthy of it, both by giving Religious Instruction and by other indefatigable labours, (in some very difficult circumstances,) in which they will continue with the same zeal,—flattering

themselves that the intentions of the Government so clearly shown, and of which the Synod has never doubted, will entirely remove the prejudice against the new Scholastic Institutions as having a tendency to suppress the teaching of religious doctrine, and to replace it by maxims and exhortations purely moral. The Synod will, therefore, earnestly exhort the Ministers within its jurisdiction to continue as they have done, to recommend both in their public sermons and in their pastoral visits, and on all occasions, diligent attendance at the Schools.

The Synods of the several Reform Communions returned substantially the same reply, which the Minister of the Interior gratefully acknowledged.

The following are the admirable answers of the Roman Catholic Archbishops to the Circular of the Minister of the Interior:—

In answer to your Letter of the 30th May, I have the honour to inform Your Excellency as follows:—

Seeing that good School Institutions cannot but produce the most desirable results in training youth not only to social, but also to religious virtues, it is indubitable that all the Ministers of the different Religious Communions in general, but those of the Roman Catholic Communion in particular, should attach the highest interest to the measures which the Government has taken, or will take, in that respect; and that they should make it a duty to co-operate with it on their part to the utmost of their power.

The Catholic Pastors will willingly take upon themselves the instruction of their youth in the dogmas of their Religion, and will give lessons of the Catechism in the Churches and on the days and at the hours which shall be judged the most appropriate in the circumstances of their respective Parishes;—a subject on which I will enter into communication with the Curés that are subordinate to me.

I take the liberty, on this occasion, to make one observation to Your Excellency. We cannot, especially in rural Communes, choose any other days than Sunday to give with regularity the instruction in question to the children of Labourers and Artizans; but an abuse, which is becoming more and more inveterate, causes a great obstacle to all the efforts of Pastors; public labour on the Lord's day is spreading more and more among all classes of the people. Artizans of every kind labour, often in public, the whole Sunday; and when they are spoken to respecting it, they excuse themselves by saying that their refusal would cause the loss of their Employers and Customers who insist upon it. Others follow this example, and thus numbers of children are deprived of Religious Instruction.

Now, seeing that in all Christian Communions, Sunday is consecrated to instruction and the exercise of Religion, and that, certainly, Ministers have need of this day to instruct the youth, especially those of the lower classes of the people; it is to be desired that, on its part, the Government would adopt some efficacious measures to facilitate the functions of Ministers in that regard, and for extirpating the abuse I have just signalized. I pray you, sir, as far as you can, to expose this thing to the paternal attention of the Government, in order that it may provide a remedy for it.

MAUSEN, 13th June, 1806. J. VAN ENGELEN, Archbishop.

The Letter of Your Excellency of the 30th May has duly reached me.

I confess that I have read the contents of it with delight; and I flatter myself that I and the several Curés of this Province will respond with all our power to the salutary views of the Batavian Government, and that we will show that we are not unworthy of its confidence.

In order that concord, friendship and charity may reign among the various Communions, it is necessary, in my opinion, that the Teachers should abstain from teaching the dogmas of those various Communions. I except only the case in which the Teacher who, besides having acknowledged probity and capacity, has only Pupils of a single Communion. Without being taught, children learn too soon that they differ in religion; one reproaches another, and many Teachers take no pains to prevent it. It is at first, indeed, only childishness; but nevertheless children grow, and alienation increases

more and more; bitterness fixes itself in the heart, and all their Religion is often only false zeal which a true Religious spirit and Christian charity reprove and abhor.

To attain the salutary end which the Government proposes, and for which it claims our earnest co-operation, it is with children that it is proper to commence; and although in our Church, the teaching of the dogma is not imposed, yet on account of the exhortations of the Government which attaches so high importance to the well-being of youth, we will with still greater ardour labour to fulfil our duties. We will endeavour thus to give a mark to our submission, of our esteem and respect; and, at the same time, we will pray God to deign to bless the efforts which the Government is making for the general happiness.

SNEEK, 13th June, 1806. H. DE HAAS, Archbishop of Friesland.

13. *Modifications of the School System from 1806 to 1848.*

It will have been seen from the preceding pages how far the Dutch School System, as a popular, national, effective system, was prior to and in advance of any other School System in Europe; and indeed, that the best features of the United States School Systems have been borrowed from Holland. From 1806 to 1848 two modifications had taken place in the Dutch School System,—the first, the establishment of Normal Schools in 1816, as an integral part of the System. Although there were but two Normal Schools, which were not adequate to train all the Teachers of the Primary Schools; yet, as in Upper Canada, they trained a sufficient number of Teachers to give a tone and character to the elementary teaching generally, and especially in connection with the admirable system of inspection,—the Inspectors being acquainted with the methods of teaching in the Normal Schools, as well as with the various methods then being newly developed in Switzerland and in some German States, and making their visits to the Schools a means of improving Teachers, as well as of otherwise promoting the efficiency of the Schools. The second change, or modification, took place in the Towns where, from the better management, tuition and inspection, the Public Schools for the poor, (as they were first intended), became superior to the Private Schools where the children of the middle class were taught. To enter the Public Schools a Certificate of indigence was required, which excluded the children of the middle classes from them. There was, therefore, danger lest the children of the poor would be better educated than the children of the middle classes, and it was claimed that the State should provide for the proper education of these classes as well as for the poor, since the middle classes were the largest tax contributors in support of the Primary Schools. To avert the threatened social danger arising from the very success of Primary Schools, and to meet so reasonable a demand on the part of the middle classes, public intermediate French and Classical Schools were engrafted upon the National School System. The intermediate Schools were established in Towns where, by paying a Fee from six to ten cents a week, the children of the middle classs could obtain an Education invested with a public character and protected by public guarantees. Above these intermediate Common Schools were established French Schools, where a still higher education, including English, French and other Modern Languages, was given for a higher Fee. And above the French School was established the Latin, or Classical, School. The System of Primary Instruction in Holland became, therefore, gradually enlarged so as to include higher Common and Classical Schools.

14. *Changes in the School System in 1848.*

Such was the state of the Public School System in Holland in 1848, when the revolutionary spirit, which first broke out in France, shook the Thrones and modified the constitutions and governments of most of the Countries of Europe. The old Constitution of Holland was written down and a new one was established, and this led to certain modifications which were adopted in 1857.

The constitution of 1848 proclaimed what is called "liberty of instruction,"—a phrase hardly known in Canada, but well understood in Europe. By the law of 1806 in Holland, as by the Law in France and Prussia at the present time, no Private School can be established without permission of the Municipal Authorities. While, therefore, the general Certificate of Qualification was required of private, or of public, Teachers, the Constitution of Holland in 1848 proclaimed unlimited liberty of establishing Private Schools.

15. *The Religious Denominations and the Dutch System.*

By the new Constitution of 1848, all Religious Denominations were placed on a footing of perfect equality. Protestantism lost its legal ascendency, and the Roman Catholics began immediately, in the assertion of their equal rights, to claim the literal observance of the spirit of the Law of 1806. They did not ask for Separate Schools, but they demanded the exclusion of all religious instruction from the Public Schools.

Every effort seems to have been made on the part of the School Authorities to satisfy and conciliate the Roman Catholics; Religious Instruction in many of the Schools was reduced to such a minimum and so emasculated of all life and definiteness, and in some Schools discontinued altogether, that the high Protestants demanded denominational Schools, as existing so largely in France and Prussia. When, therefore, the Government introduced a measure to make the modifications necessitated by the constitution of 1848, the Chambers had to sanction afresh, or condemn, the Non-denominational, or neutral, principle of the School Law of 1806; and in no Parliamentary Assembly was the question ever more temperately, earnestly and profoundly discussed.

Thus the neutral, or Non-denominational, character of the Public School System was maintained. But although the Law of 1857 is substantially the same as that of 1806, in regard to Religious Teaching in the Schools; yet, as the question had been raised, and the letter of the Law excluding all distinctive Religious, (or Denominational,) teaching was strictly enforced, the "Orthodox Protestants" (so called) are greatly dissatisfied, and there is an increased demand for Private Schools, especially in the Towns, where the desired Religious Instruction is given.

16. *Changes made in the Dutch System in 1857.*

In the mean time, the following are the principal changes made by the Law of 1857, as stated by Mr. Arnold:—

1. The Certificates of morality and capacity are still demanded of every Teacher, public, or private; but the special authorization of the Municipality, formerly necessary for every Private Teacher before he could open School, is demanded no longer. The Programme of Primary Instruction, and that of the Certificate-examination of Teachers, remain much the same as they were under the Law of 1806. Primary Instruction, strictly so called, is pronounced by the Law of 1857 to comprehend Reading, Writing, Arithmetic, the elements of Geometry, of Dutch Grammar, of Geography, of History, of the Natural Sciences, and Singing. This is a much more extensive Programme than the corresponding Programme of France, or Belgium. The Certificate Examination is proportionately fuller also.

2. The new Law expressly prescribes that Primary Schools, in each Commune, shall be at the Commune's charge. The Law of 1806 had contained no positive prescription on this point. School Fees are to be exacted of those who can afford to pay them, but not of "children whose families are receiving public relief, or, although not receiving public relief, are unable to pay for their schooling." The exact amount of charge to be supported by a Commune before it can receive aid, is not fixed by the Dutch Law; neither is a machinery established for compelling the Commune and the Province to raise the School Funds required of them. In both these respects the French Law is superior.

3. But in the weakest point of the French Law, in the establishment of a minimum for the Teachers' Salaries, the Dutch Law is commendably liberal. The sum actually received by a Schoolmaster in Holland is much greater. An Under-master's Salary is fixed at a minimum of 200 florins, which is one-half of the salary fixed for a Headmaster.

4. Under the Law of 1857 the Public Schoolmaster is still appointed by competitive Examination. The District Inspector retains his influence over this Examination. After it has taken place, he, and a select body of the Municipality draw up a list of from three to six names, those of the Candidates who have acquitted themselves best. From this list the entire body of the Communal Council makes its selection. The Communal Council may also dismiss the Teacher, but it must first obtain the concurrence of the Inspector. If the Communal Council refuses to pronounce a dismissal which the Inspector thinks advisable, the States' deputies of the province may pronounce it upon the representation of this Functionary.

5. The law fixes the legal staff of Teachers to be allowed to Public Schools. When the number of Scholars exceeds 70, the Master is to have the aid of a Pupil Teacher, when it exceeds 100, of an Under-master; when it exceeds 150, of an Undermaster and Pupil Teacher; for every 50 Scholars above the last number he is allowed another Pupil Teacher; for every 100 Scholars another Undermaster.

6. The new legislation organized inspection somewhat differently from the Law of 1806. It retained the local School Commissions and the District Inspectors; but, at the head of the inspection of each District it placed a salaried Provincial Inspector. It directed that these provincial Inspectors should be assembled once a year, under the presidency of the Minister for the Home Department, to deliberate on the general interests of Primary Instruction. The Minister for the Home Department, assisted by a Refrendary, is the supreme Authority for the government of education. Between the provincial Inspectors and the Minister, the Law of 1857 has omitted to place Inspectors-General. M. de Laveleye, in general the warm admirer of the Dutch School legislation, considers this omission most unfortunate.

7. The 16th article of the Law declares that children are to be admitted into the Communal School without distinction of creed. For the much-debated 23rd article the wording finally adopted was as follows:—

Primary instruction, while it imparts the information necessary, is to tend to develop the reason of the young, and to train them to the exercise of all Christian and social virtues.

The Teacher shall abstain from teaching, doing, or permitting anything contrary to the respect due to the convictions of Dissenters.

Religious Instruction is left to the different Religious Communions. The School-room may be put at their disposal for that purpose, for the benefit of children attending the School, out of School hours.

17. *Present Condition of Primary Education in Holland.*

Holland has at present a population of 3,298,137 inhabitants. For her eleven Provinces she has 11 Provincial Inspectors and 92 District Inspectors. In 1857 her Public Primary Schools were 2,475 in number, with a staff of 2,409 prinicpal Masters, 1,587 Under-masters, 642 Pupil Teachers, 134 School Mistresses and Assistants. In the Day and Evening Schools there were, in January of that year, 322,767 Scholars. Of these Schools 197 were, in 1857, inspected three times, 618 twice, 1,053 once. There were, besides, 944 Private Schools giving instruction to 83,562 Scholars. There were 784 Infant Schools, receiving 49,873 young children. Boarding Schools, Sunday Schools and Work Schools with the Pupils attending them are not included in the totals given.

The proportion of Scholars to the population, was in 1857 more satisfactory than in 1854; in January of the latter year, but 1 in every 9.35 inhabitants was in School; in the same month in 1857, 1 in every 8.11 inhabitants. In 1856, in South Holland, out of 6,086 young men drawn for the army, only 669 could not read, or write.

Such, in Holland, is the present excellent situation of primary instruction. In Prussia it may be even somewhat more widely diffused; but nowhere, probably, has it such thorough soundness and solidity. It is impossible to regard it without admiration.

18. *The Dutch and Upper Canadian System Compared.*

I may remark, that I have been more minute in this brief account of the Dutch School System, because there are so many features of it common to our Upper Canadian School System, and because the chief religious elements of society in Holland and Ontario resemble each other in several respects; because the Dutch School System, with many disadvantages of soil and climate, has placed Holland at the head of the educating Countries of Europe, and because there is much in that System suggestive of practical improvements in the School System of our own Province.

IV. Public Instruction in Switzerland

1. *Size and Divisions of Switzerland.*

This Alpine Country, one-fifth less in extent than Nova Scotia, consisting of 22 Cantons, and 25 Republics, is formed into one Confederacy, having no seaport, yet carrying on maritime trade not only with France, Germany and Italy, but also with England and America, is a curiosity in history, a study for the Statesman and Educationist. It may suggest to the people of Canada how a small inland, cold and mountainous Country, may be an independent, a free, a prosperous, an educating Country, even in the presence of powerful States. All its civil affairs are administered with remarkable economy, while its Schools and Colleges are far more numerous than those of any other Country in proportion to the population.

Formerly its Cantonal Governments were mere oligarchies; the patrician burghers of the Towns were despots, and the mass of the people little better than slaves. But, since 1830, the true principles of civil freedom have become practically predominant. The System of Popular Education in Switzerland, like that of France, dates from 1833, and is, therefore, scarcely twenty years older than that of Ontario. What has been done, and is doing in Switzerland, may surely be done in Ontario.

2. *Education in the Swiss Cantons.*

Some of the Cantons of Switzerland are French, others are German, others again are Italian. Each Canton has its own System of Public Instruction; is divided into Communes, as our Townships are divided into School Sections; but it would answer no practical purpose for me to give an account of education in each. I will give a summary statement of the educational institutions in some of the principal Cantons, and then note the features of the educational systems common to them all, with some of the particulars wherein they differ from each other.

1. Geneva, though one of the smallest of the Swiss Cantons, with a population of only 66,000,—little more than that of the County of York,—is one of the most important by its manufactures and territorial riches, and the most celebrated by the political and religious events of which it has been the theatre. The City of Geneva, the birthplace and abode of so many distinguished men, has its University, founded by Calvin in 1559, a Classical College, a School of Arts and Manufactures, a Public Library, an Observatory, an Industrial School, an Industrial College, three Secondary Schools, a School for Deaf-Mutes, and several learned Societies, besides Primary Schools. After the Revolution of 1846, the Schools of the City and Canton were declared free. In 1848 there were 55 Schools with 3,900 Pupils; in 1859, there were 75 Schools and 113 Teachers,

5,110 Pupils,—a School for every 68 children, a Teacher for every 45 children,—a School to every 880 inhabitants. On account of complaints and violent agitations, the whole System was reorganized in 1864, and was placed wholly under the general control of the Council of State, and the management and oversight of the Municipal Council, Communal Committees, and Cantonal Inspectors. Salaries of Teachers from 1,000 to 1,400 francs ($200 to $280), besides a "good casual" paid by the State.

2. Vaud, including its capital Lausanne, (where Gibbon wrote his Decline and Fall of the Roman Empire), has a population of 206,000 inhabitants; 1 University Academy; 1 Cantonal School (superior); 2 Normal Schools, and 1 Model School; 1 School for Deaf Mutes; 1 School of Gymnastics; 1 Institute for Orphans; 754 Primary Schools, with 32,000 Pupils,—a School for every 44 children, and to every 273 inhabitants. Contributions by the Canton, or State, for School purposes 46,666 francs, ($9,333); by the Communes, or School Sections 298,377 francs, ($59,677); Salaries in the Towns from 600 to 1,000 ($120 to $200); in the Communes one-half the Salaries less than 522 francs ($104).

3. Neufchâtel, with a population of 83,103 inhabitants has 1 Theological University; 1 Superior Gymnasium, or College; 1 Superior School for Girls; 3 Industrial Colleges; 286 Elementary Schools,—one School to every 315 inhabitants. Appropriation from the Canton, or State, for Primary Instruction, 251,329 francs, ($50,266), of which 64,690 francs, ($12,940), were for pensions. Contributions from Communes, 69,595 francs, ($13,919); School Fees, 56,567 francs, ($11,313); other sources, 19,750 francs, ($3,950). Salaries of Teachers, (male and female), from 1,000 to 2,000 francs, ($200 to $400). It will be seen that the Salaries of Teachers are nearly twice as large in Neufchâtel as in the neighbouring, more wealthy, and larger Canton of Vaud, where there are two Normal Schools. The consequence is that Neufchâtel has drawn away most of the best Teachers, including the greater part of the Normal School Teachers, from the Canton of Vaud. M. Baudouin, the French School Commissioner to Switzerland in 1865, remarks:—"Throughout the whole Canton of Neufchâtel Education is compulsory from six to sixteen years of age, and the Law for the attendance at the School is strictly observed." Mr. Arnold, the English School Commissioner to Switzerland in 1860, observes:—"The industrious and thriving Canton of Neufchâtel, which has redoubled its activity since its separation from Prussia, has lately bestowed zealous care upon its Primary Instruction, and is at present, of all the French Cantons, that in which is most flourishes."

The French School Commissioner remarks:—"The smallest Villages in the Canton of Zurich, have a School House, with a Residence and Garden for the Teacher. The greater part of the School Houses are pretty, spacious, well lighted and pleasantly situated."

In this Canton there are 320 Schools of Labour, including 8,590 Pupils, superintended by 334 Mistresses, whose Salaries vary from 500 to 1,200 francs, ($100 to $240).

There are also 57 Secondary, or Classical, and High Schools, with 67 Professors, of whom 57 are resident,—2,200 Pupils,—1,594 Boys, and 606 Girls.

Public instruction in this Canton is placed under the authority of a Director General, who is expert in all matters relating to Schools and Education.

Berne is the largest Canton in the Swiss Confederacy; and, since 1848, it has become the capital of Switzerland, and the residence of the Ministers who represent the Foreign Powers to the Federal Government. Through the British Minister resident at Berne, I obtained all the Documents and facilities I desired in respect to the objects of my enquiries. The Canton of Berne possesses I University; 2 Cantonal Schools; I Real School; 2 Institutes for Deaf Mutes; 3 Normal Schools for male Teachers and 3 Normal Schools for female Teachers; 5 Progymnasiums; 29 Secondary or High Schools; 144 Private Institutions; 1,393 Primary Schools.

3. *General Remarks on Education in Switzerland.*

Cantons.—The investigation of the Educational Systems and Institutions of Switzerland is very instructive. It is divided into twenty-five independent Cantons, each of which manages its own System of Public Instruction.

Progress.—The development of Primary Education in Switzerland dates from 1833, immediately after the overthrow of the old aristocratic oligarchies, when the Cantonal Government became thorougly popular, and the Education of the people was commenced on a liberal scale.

Subjects.—Education in the Primary Schools embraces:—1. Religious instruction; 2. Reading; 3. Writing; 4. Linear Drawing; 5. Orthography and Grammar; 6. Arithmetic and Book-keeping; 7. Singing; 8. Elements of Geography, and especially the Geography of Switzerland; 9. History of Switzerland; 10. Elements of Natural Philosophy, with its practical applications; 11. Exercises in Composition; 12. Instruction in the rights and duties of a citizen. In the Cantonal and Industrial Schools the elements of Chemistry are taught, together with its application to different kinds of Manufacture.

State Control of the Public School System is common to all the Cantons. The Council of State is the supreme Executive of each Canton, but, for the most part, delegates its controlling functions to a Board, or Council General, of Instruction, presided over by the Minister of Public Instruction. Each Canton is divided into Communes, or School Sections, with an elective Committee, or Board of Trustees, but with limited powers over the School.

The Inspection of Schools is, as a general rule, very carefully provided for. There are Cantonal, and local Inspectors who visit the Schools, minutely examine them, and exercise large powers in the appointment and removal of Teachers, and the organization and discipline of the Schools.

Certificates.—Teachers must be certificated, and they are examined by a Central Board of Public Instruction, which, (after a severe examination,) gives each successful Candidate a Diploma, stating the subjects he is qualified to teach; but, before a Teacher is appointed to a School, he undergoes a second, (competitive,) examination before a local Commission.

Salaries.—The minimum of a Teacher's Salary is fixed by Law in most of the Cantons,—varying from 500 francs, ($100), to 1,000 francs, ($200). For example in the rich Canton of Vaud, the legal minimum of a male Teacher's Salary is 500 francs, ($100), the minimum of a female Teacher's Salary, 250 francs, ($50),—with an increase of 50 francs, ($10) a year after ten years' service. In the Canton of Geneva, the minimum of a Master's Salary in Town is 1,400 francs, ($280), in the rural Communes, 1,000 francs, ($200); the minimum of a Mistress' Salary in Town is 900 francs, ($180)—in the country, 700 francs, ($140). But there is also what is called a casual of six cents a month for every Pupil up to 50, and four cents a month for every Pupil above that number, paid by Government. In the little Canton of Neufchâtel, the State, on certain conditions and in a certain combined proportion with the Communes, increases the Teacher's Salary to 2,000 francs, ($400), "By this means (says Mr. Arnold) Neufchâtel, though without a Normal School of its own, easily procures as its Primary Teachers the best of the Students trained at Lausanne," in the neighbouring Canton of Vaud. But it is worthy of remark, that just in proportion to the liberality of the Teacher's Salary, and the thoroughness of Inspection, is the efficiency of the Schools to be seen in the different Cantons.

4. *Compulsory Education in Switzerland—Mr. Arnold's Report.*

8. The compulsory attendance of Pupils at School is now the law, in four out of five of the French Cantons, and in all the rest of the Cantons of Switzerland, Mr. Arnold doubts whether the law of compulsory attendance is strictly enforced. He says:—

"In the Canton of Geneva, instruction is not by law compulsory; in the other four (French) Cantons it is. I read in the Law that Parents not sending their children to the School, were to be warned, summoned, sentenced to fine and imprisonment, according to the various degrees of negligence. I found due provision made for the recovery, by means of the ordinary tribunals, of such a fine; for the execution, by their means, of such a sentence of imprisonment. I asked myself,—In the Cantons of Vaud, Fribourg, Neufchâtel, and the Valais, must every child between the ages of seven and fifteen actually be at School all the year round? I soon discovered that he need not be at School all the year round. The Law of the Canton of Valais proclaims that education is compulsory. But it also proclaims that the School years shall not be less than five months. Again I take the Canton of Fribourg, and I find that there also education is obligatory up to the age of fifteen. But the Law gives power to the Inspector to exempt from this obligation of attendance at School, children who are sufficiently advanced, and children whose labour their Parents cannot do without. In the Canton of Vaud the Law makes the attendance at School compulsory on all young persons between the ages of seven and sixteen, but the School Committee may grant dispensations to all children above twelve years whose labour is necessary to their Parents. It is made a condition, however, that these children continue to attend School certain times in a week. Children above twelve years of age, then, may, in one way or another, get their School time very much abridged. I was told at Lausanne, [Capital of the Canton of Vaud] that the Schools of Vaud were excellently attended, and its population almost universally instructed. So they are everywhere in the prosperous Swiss Cantons; so they were in Geneva, where education is not compulsory.

Mr. Arnold admits that in the poorest Canton which he visited, attendance of children from seven to fifteen years of age was compulsory during five months of the year, and in the other Cantons nine of ten months of the year. In Ontario, it has never been proposed to make attendance at School compulsory more than six months in the year.

It is worthy of remark, that the Cantons of Vaud and Fribourg are two of the most democratic Cantons in Switzerland. Mr. Arnold says nothing of the Canton of Neufchâtel; where, as appears from a passage I quoted from the French Commissioner, the Law for the compulsory attendance of children is strictly observed.

6. *Report of M. Baudouin on Compulsory Education.*

M. Baudouin, the French School Commissioner, was sent by his Government to Switzerland in 1865, five years after Mr. Arnold, and visited the Schools not only of the French Cantons, but also of most of the other Swiss Cantons. Referring first to the Schools in the Canton of Zurich and then to those of other Cantons, M. Baudouin remarks as follows:—

The end which the Administrative Authorities propose in founding the popular Schools in general has been to give to all the children of the Canton indiscriminately, to whatever class, or Religion, they appertained, the instruction necessary to make them intelligent citizens and useful to their Country.

In consequence, the Primary School is obligatory upon every one, and every Swiss is Schulpflichtig from sixteen years, that is to say, subject and bound to the School, as every Swiss is by birth a Soldier.

If the Parents desire to place their children in any private Institution, or to educate their children under their own eyes, the Law does not forbid them; but they must previously state their reasons to the President of the School Commission, which ordinarily grants the authorization requested. Notwithstanding, the Commission reserves to itself the right of causing such children to be examined when it thinks proper, in order to be satisfied that they receive an instruction equivalent to that which is given in the Public Schools.

Besides, as long as the children are subject to School obligations (Schulzwang) their family must pay the School rate, or fees, as if they attended the Classes of the Communal School.

The penalty, which, in Germany, varies a little in different States, is in Switzerland invariably severe. The Parent, or Guardians, who violate the Law by permitting their children to absent themselves from the School without permission, or without admissible excuse, are first warned, then, after a second absence of the child, are punished by a fine of from eight to ten florins, and, in case of repetition, are condemned to prison by the ordinary tribunals.

7. *Gymnastic Exercises in Switzerland.*

M. Baudouin, the French School Commissioner to Switzerland in 1865, says:—

The Government attaches the greatest importance to instruction in Gymnastics. Thus, in order to have good Masters, it selects well-made intelligent young men, who show fondness and talent for physical exercises, and sends them to study, at its own expense, some years in the great Establishment at Dresden. They bring back excellent methods, which they improve, and modify a little, in order to adapt them to the spirit of their own Institutions; since the Gymnastic exercises are to prepare for military exercises the Pupils of the Cadet Corps. The plan which the Professor of Gymnastics proposes to follow must always be subject to a Commission of Superintendence. A Member of the Military Commission must be present at the exercises.

8. *Military Exercises in Switzerland.*

Almost all the Establishments of Superior Education in Switzerland are militarily organized in infantry companies. From the age of eleven years, all Boys have their hours of military exercise, and wear a uniform, as if they already made part of the Army. The largest Schools, besides their Companies of Infantry have their Batteries of Artillery, armed with two, three or four pieces of Cannon. The Artillerymen are taken from the Pupils of the higher classes, who have already performed at least one year's service in the Infantry Companies. On the recommendation of the Instructor-general and in accord with the Director of the Secondary School, the Inspector-general designates, from among the Pupils of the Lower School, those who are to exercise themselves on the drum, and names the largest of those selected, as Drum-major. This little army of scholars is called a Cadet Corps.

The State, or Cummunes, according to their resources, furnish the Arms, the Scholar pays for his uniform and keeps in order his equipment. Old skilful and experienced Soldiers devote their leisure of retirement to the instruction of Cadets; and from time to time there takes place in the Cantons field exercises, the expenses of which are paid out of the School Funds.

V. Public Instruction in Belgium.

Belgium, which was connected with Holland from 1815 to 1830 has copied more from France than from Holland, in the organization of its System of Public Instruction. As it was proposed, some years since, to send a Commission from Canada to Belgium, to investigate its Educational System, I may here give a synopsis of its provisions and results.

1. *Synoptical View of Education in Belgium.*

The following synoptical view of the Belgian System of Public Instruction is translated and abridged from the report of the French School Commissioner to Belgium, in 1865,—M. Baudouin:—

Belgium is divided into Provinces, Arrondissements, and Communes. Governors administer the Provinces; Commissioners, the Arrondissements; and Burgomasters the Communes, with the concurrence of a Council.

The Administration of the Governor of a Province is superintended and controlled by Deputies, whom the Communes elect, and who meet under the name of States.

A Committee formed of a certain number of these Deputies remain assembled in the intervals of the Session of the States, under the name of Permanent Deputation.

The Permanent Deputations evince much zeal and devotion in the exercise of their important functions. From the commencement of putting into execution the Law of 1842, on Primary Schools, they heartily devoted themselves to the interests of popular instruction; and, animated by the most lively solicitude for everything which related to the question of elevated moral order, they did not cease to labour for the improvement and development of instruction in all the Communes of Belgium.

The Law of 1842 established, or recognized, three kinds of Schools, which are:—

1. Communal Schools, (our Common Schools), founded, supported and administered by the Communes themselves.

2. Private adopted Schools, which are substitutes for Communal Schools, and undertake for an indemnity, or certain remuneration, the instruction of poor children.

3. Private Free Schools, which admit gratuitously all poor children, and relieve the Commune from all obligation to provide for their Primary Instruction. These are mostly Schools of Religious Orders.

In Belgium there are reckoned 3,095 Communal Schools, of which 838 are for Boys, 369 for Girls, and 1,888 for both sexes. Adopted Schools, 749, of which 87 are for Boys, 396 for Girls, and 266 for both sexes. Private Schools, 1,478, of which 270 are for Boys, 579 for Girls, and 629 for both sexes. About 240 are Boarding Schools. All these Schools are subject to a double Inspection,—Inspection civil and ecclesiastical,—but the Inspectors cannot officially visit Schools of the third kind more than once a year, and only for the purpose of satisfying themselves that these Schools continue in the conditions desired in order to take the place of the Communal, or adopted Schools.

The Primary Schools subject to inspection, including the Boarding Schools, are attended by 408,133 Pupils, of whom 222,490 are Boys, and 185,643 are Girls. The various Primary Schools receive 209,865 paying Pupils, not including Boarding Schools, which contain 9,437. Of this number 111,031 attended the Communal Schools, 28,854 the Private Adopted Schools, and 69,980 the Private Schools, entirely free.

2. *Mixed Schools for Boys and Girls.*

The System of Mixed Schools presents great inconveniences when the Classes are numerous, because then the oversight of the Teacher becomes very difficult. Notwithstanding, if the Teacher is a serious and moral man the children of both sexes may be united in the same place, but in separate groups, as they are in the Commune Schools of several Swiss Cantons. In Northern Germany, I have seen only a few Mixed Schools, because the German Pedagogues are convinced that young Girls receive, under the care of capable female Teachers, an instruction more appropriate to their nature and to the wants of their future position.

3. *Financial Provision for the Support of Schools.*

Under the Government of the Netherlands, the expenses of building, repairing and furnishing School Houses, constituted a charge essentially Communal. To those which were not able to defray the expenses of building, or repairing, their School Houses, the Government advanced five per cent., repayable at least at the end of ten years.

As the Communes could not be compelled to include in their Budget the least sum for Primary Instruction, therefore, in 1851, the Government, seeing that the Law of

1842, by the terms of which each Commune was to have at least one Primary School, received only a partial and incomplete application, opened a credit of a million of francs, ($200,000). This generous initiative stimulated the Communal Authorities; and thanks to the voluntary subscriptions, foundations, donations, and subsidies, a great number of School Houses were simultaneously constructed. In nine years the expenses of these constructions amounted to more than eight millions.

4. *Educational Resources of Belgium.*

At this day the Communes possess in their own right, 2,465 School Houses and 1,876 Houses for Teachers. These 2,465 School Houses contain 3,414 Class-rooms, being able to receive 230,280 Pupils, at the rate of 75 square decimetres of superfice, and 4 cubic metres of air in height.

5. *Remarks on the Educational Wants of Belgium*

Monsieur Baudouin adds to the above statistics of Primary Schools, the following observations:—

Popular instruction in Belgium is placed in unfavourable circumstances, and is, therefore, little developed. The number of Militia, not knowing how to read or write, is 31 per cent. More than two-thirds of the children cease to attend School before learning the minimum of the knowledge indispensable to ordinary life, applying themselves prematurely to Industrial and Domestic labour.

6. *Educational Contests in Belgium.*

In Belgium there are two opposite, irreconcilable parties, (both Catholic), and of almost equal strength, which carry their quarrels even into the Legislature,—where the affairs of the nation ought to be treated with calmness and impartiality,—dividing between them the direction of the public mind and the control of the Communes. This enmity neutralizes the respective efforts which each party makes for the improvement of Primary Instruction. Each party throws upon the other the blame of their common dissensions and makes it alone responsible for the state of education.

"In the one-half of the Province," say the Liberals, "human affairs are directed by the occult power of Religious Institutions; the Priests govern the Schools, as they lead the elections. Thus, when we desire to extend the principle of popular instruction, we find unexpected resistance which arises from the antipathy of the Clergy to the development of Public Instruction, and all improvement becomes impossible."

"Society at the present time," reply the Catholics, (those who profess to be so par-excellence), "has no more principles, no more solid basis, and has departed from Religion. The Priesthood has been removed from the Schools by legislation; it (the Priesthood) ought to refuse its concurrence in improvement directed against itself."

Happy the Country like Germany, whose national religion imbibes a spirit which renders the instruction of the people necessary, in which each man, obliged to read often, to study, to know, to meditate upon the Scriptures, is, by the same means, obliged to learn to read. And, besides, the Clergy labour with all their strength for the development of the instruction of the people, since none are so interested as they in the progress of a knowledge which is necessary to each one in the performance of his religious duties.

The Belgian School System compares very poorly with the School System of France, or Switzerland, or Prussia, or with that of Holland, from which Belgium separated in 1830.

VI. Education in the German States.

[Note. It would extend my Report beyond due limits, were I to describe at length the Systems of Instruction in all the German States, much more the Systems of all the Countries of Europe. The Systems of Instruction in all the German States are very

much adopted from Prussia, with slight and circumstantial differences. Even in Switzerland, the Prussian Programme of Studies in the Primary Schools is mostly adopted; and the general Regulations of the Prussian System are largely engrafted on the democratic institutions of the Swiss Cantons. After the account I have given of the Systems of Public Instruction in Prussia, Holland and Switzerland, it will be needless for me to notice the Systems of the smaller States of Germany; but there are peculiarities with the School System of the Grand Duchy of Baden that render it worthy of special notice].

1. *Remarks on the Extent and Population of the Grand Duchy of Baden.*

The Grand Duchy of Baden has almost exactly the same population as Ontario.

The Grand Duke divides the Legislative power with two Chambers, of Nobles, and of Deputies.

2. *Educational State of the Grand Duchy of Baden.*

The Grand Duchy possesses two celebrated Universities,—that of Fribourg, with a Faculty of Catholic Theology; that of Heidelberg, with a Faculty of Lutheran Theology; 1 Roman Catholic Archiepiscopal Seminary; 1 Polytechnic School; 1 School of the Fine Arts; 1 School of Deaf Mutes; 1 Institute of the Young Blind; 1 Military School; 1 Staff School; 3 Primary Normal Schools; 3 Superior Normal Schools; 2 Schools of Agriculture and Rural Economy; 5 Gymnasiums; 7 Lyceums, (each with a class in Philosophy); 5 Superior Schools for Girls; 28 Superior Citizen Schools; 34 Schools of Arts and Trades; 2,157 Primary Schools, (one-half that of Ontario), of which 1,389 are Catholic, 740 Protestant, and 28 Jewish.

Among these Establishments perhaps the most remarkable is the Polytechnic School at Carlsruhe, which contains five different Schools:—School of Engineers, Architects, Forests, Arts, Trades and Commerce.

3. *Re-organization of the System of Public Education in Baden.*

Of all the German States none was more profoundly agitated by the political events of 1848 than the Grand Duchy of Baden. Its system and administration of Government became greatly modified, and its System of Public Instruction has since been completely revolutionized. There being great dissatisfaction with the little or no progress of Primary Schools, in comparison with that of the Secondary Schools, a High Commission, presided over by the celebrated Doctor Kneiss, was appointed September 15th, 1862, to enquire into the cause of it, and to suggest the proper remedy. After a year of study and conscientious research, the President prepared a Memoir, or Report, which was unanimously adopted by the Commission, and presented to the Minister of the Interior, in 1863. This remarkable Document is divided into three parts. The first contains a summary exposé of the organization of the System of Public Instruction as it then existed; the second part points out the "hereditary" defects of that system; the third part contains the recommendations of the Commission, in the form of a Bill, or Project of Law, which was passed by the Second Chamber, or Lower House, after three weeks' deliberation, with only two dissentients. In the First, or Upper, Chamber, it was passed with two dissenting voices, and was proclaimed on the 29th of July, 1864.

This is the latest and perhaps the most perfect specimen of what we call constitutional legislation in Germany on the subject of Primary Instruction.

4. *Law Providing for the organization of Primary Instruction in Baden.*

1. The Primary Schools are divided into Simple Schools and Superior Schools; the first are those which have only one Teacher, and in which instruction is reduced to matters required by the present Law; the second are those which have several Teachers, under whom simple instruction is completed and from whom children receive the maximum of lessons, that is to say, 35 lessons per week.

2. The subjects of instruction in a simple School are, Religion, German, Arithmetic, Geometry, Natural History, History and Geography, Natural Philosophy, Writing, Singing, Drawing, Gymnastics for Boys, and work with the needle for Girls. The Teacher will select for his lessons of Natural History and Natural Philosophy, the principles, (or subjects,) by which he may be furnished with useful applications to Agriculture and Rural Economy.

3. The subjects of instruction in the superior (Primary) Schools, are the same as those in simple, (or Elementary) Schools, but more extensive and deeper. Thus the Teacher may explain to the Pupils of the highest Classes, the most remarkable popular poems, and give at the end of his Course of Instruction in History a view of the Constitutional, (or free,) Institutions of the Grand Duchy of Baden, and teach the elements of the French language.

4. Two hours each week shall be consecrated to Religious Instruction. The Pastor (Curé) may superintend it.

5. Boys are subject to School obligation, (attendance at School) from six to fourteen years, and Girls from six to thirteen years complete.

6. The School on Sunday is abolished. The course of evening instruction for Apprentices is optional.

7. The Pupils of the Primary Schools are divided into two, or several, Classes according to the number of children.

Each Teacher shall give 32 lessons per week.

The Classes shall form at least four, and at most eight, divisions.

When the number of children shall not exceed 60, the School shall have only one Teacher. When it shall exceed 60, it shall contain three Classes.

8. The schemes of Studies shall be prepared by the Teachers, approved by the local Committee, and authorized by the Superior Council.

9. The duty of the Teacher consists in not only giving his lessons and maintaining order in his Class, but in teaching the children to do good for the sake of the good itself, and in showing them by his own example how a good citizen ought to conduct himself towards his neighbour.

10. If, in a locality in which there are two different Confessions, one of the two only has a Confessional School, and the other has none, although it contains more than forty children subject to School obligation, this last may force the Commune to establish a Confessional, or a mixed, School.

11. Mixed Schools which have been five years in existence, may be dissolved and form distinct Schools.

12. The distinct, (or separate,) Schools share equally in the proportional allowances made by the Communes.

13. The local inspection with which the Priest, (or Minister), was charged, shall be replaced by a local Committee of superintendence.

14. In the Communes which have separate Confessional (Denominational) Schools, each School must have its own Committee. Nevertheless the Commune may, at its pleasure, have a single Committee of superintendence for the different Schools.

15. The President of the Committee is elected by ballot by the *ex officio* and elected Members. The choice must be confirmed by the inspectorship of the circle.

The Committee chooses, besides, one, or several, Inspectors, who, every three months, renders an account of the state of the School.

16. The Teacher cannot be elected either President, or Inspector.

17. The régime of the Boarding House shall no longer be obligatory for the Normal Schools. No one shall be admitted to the instruction of the School, unless he gives proof that he is sixteen years of age and possesses the knowledge required by Law.

18. The complete instruction in the Normal School shall embrace three years, which will be followed by an optional course of reviews during six months.

19. The instruction given in the Normal School, required to be based upon that of the Primary Superior School, must be extended to German Literature, Rural Economy, the French language, History, to be completed by some lessons on the fundamental institutions of the Grand Duchy of Baden.

20. The Pupils of Normal Schools must submit to a strict examination before being appointed Candidate Teachers.

21. After having exercised the functions of School Master during three years, two of which must be passed in a School in the Grand Duchy, the Candidates must submit to a new examination in order to obtain the title of principal Teacher. This second examination will be rather practical than theoretical.

22. Only the Candidates who shall have obtained the note, "very capable," shall be received as principal Teachers of a Superior School. Teachers of simple (lower primary) Schools shall also be admitted to prove that they have the knowledge necessary to teach in a superior Primary School.

23. Special establishments are maintained, which offer to principal and supplementary Teachers, the means of improving themselves in the Sciences; the Teachers must then seek to complete the Studies which they have commenced in the Normal School.

24. The situations of Teachers are ranged in three Classes in proportion to population. To the First Class, the Schools of Communes which have 1,000 inhabitants. To the Second Class, those of Communes which have more than 1,000 and less than 2,500 inhabitants. To the Third, those of Communes which have more than 2,500 inhabitants.

25. The increase of Salary which was accorded to the Teachers of the four large Towns of the Grand Duchy, shall be given to all those who reside in Towns whose population exceeds 6,000 inhabitants.

26. The Salary of Teachers shall be increased proportionably to their years of service, until it reaches the figure of 600 florins, (1,285 francs,) ($257).

27. The Pensions granted to the Widows and Orphans of Teachers shall be increased.

28. The principal Teacher shall no longer be obliged to lodge and board his Assistant Teacher.

29. The Assistant Teacher is gratuitously lodged in the School House when the arrangement of the premises permits; if not, he receives an indemnity sufficient to enable him to provide his own lodgings.

30. The Assistant Master has a right to one-sixth of the School Fees.

31. The Jewish Schools and their Teachers are regulated by the present Law.

VII. Kingdom of Wurtemburg.—1. Its Extent and Condition.

The population of the Kingdom of Wurtemberg is 1,822,926 inhabitants, (about 300,000 more than that of this Province), all of the German race, of whom 1,179,814 are Protestants, 627,057 are Catholics, 11,338 are Jews, and 4,717 belong to other Sects.

Wurtemberg is a constitutional Monarchy, with two Legislative Chambers. The first is that of nobles. The second Chamber is composed of Deputies elected by all who hold property in the electoral district, in which they vote.

In this small Kingdom, apart from State, or Public, Schools, there are 9 establishments for Religious Education; 6 Ordinary Seminaries, of which 4 are Protestant and 2 Catholic; 2 Superior Seminaries, 1 Protestant, the other Catholic; the famous University of Tubingen, with its library of 60,000 Volumes, its beautiful Botanical Garden, its Amphitheatre of Anatomy and rich Anatomical Collections, its 1,200 Students, and six Faculties, including the Faculty of Theology.

1. *Educational Condition of the Kingdom of Wurtemberg.*

The State possesses 1 Polytechnic School 1 School of Fine Arts; 1 School of Architecture; 1 School of Forests; 1 School of Commerce; 6 Lyceums, 3 without and 3 with a Course of Philosophy; 3 Normal Schools; 3 Schools of Agriculture; 7 Gymnasiums; 8

Real Schools of the first order, and 46 Real Schools of the second order; 6 Progymnasiums or Latin Schools; 2,337 Primary Schools (little more than half those of Ontario), of which 1,455 are Protestant, 870 Catholic and 12 Jewish.

Instruction is uniformly spread among all classes of society, and the Teachers of Primary Schools are said to have a position better than those of any other part of Germany.

Primary Instruction was made obligatory by a Decree dated the 31st of December, 1810, confirmed by Regulation of 1824, and again by a Decree dated June the 1st, 1864. All children are bound to attend School from six to fourteen years of age, inclusive. At this age they are required to submit to a final Examination on all subjects which have been taught them from their entrance into the School; and those of them who cannot pass a satisfactory Examination are required to continue their studies one, or two, years longer. After having left the Primary School young persons are required to attend regularly the Sunday School until their eighteenth year, unless they pursue their studies in the Superior School, or in the Sunday Technical School.

The Primary Catholic, Protestant and Jewish Schools have the same Programmes and methods of study in secular subjects. The only perceptible difference is in Religious Instruction. The subjects taught in the Primary Schools are divided into essential and supplementary. The first includes Religion, Morality, Reading, Writing, Grammar, Singing. The second includes Sacred History, Geography, Natural History, Elements of Natural Philosophy, of Meteorology, of Agriculture, of Hygiene and Gymnastics.

VIII. Kingdom of Bavaria, its Extent and Population.

Bavaria has a population about three times as large as Ontario. The population of Bavaria is 4,660,556, among whom are 3,280,489 Catholics, 1,271,128 Protestants, 56,072 Jews, and some 53,000 of other sects. All these Communions live on friendly terms, and enjoy equal rights. The Government never interferes in questions which relate to Religious Worship, but satisfies itself with exercising over all a kind and impartial protection.

1. *Educational State of the Kingdom of Bavaria.*

Bavaria possesses 1 Academy of Sciences, with three Classes and 325 Members, 1 Academy of Fine Arts, 3 Universities, 9 Lyceums, 3 Polytechnic Schools, 28 Gymnasiums and 88 Progymnasiums, called Latin Schools, 1 Central School of Agriculture, 27 Schools of Arts and Trades and Rural Economy, 1 School of Forests, 4 Schools of Agriculture, 1 School of Roads and Bridges, 1 Cenrtal School of Rural Economy, 1 School of Gardening, I School of Mechanic Arts, 3 Institutes for the Blind, 261 Schools of Drawing, which are attended by 8,895 Boys and 1,078 Girls, and which have 247 Masters, and 19 Mistresses; 10 Schools for Deaf Mutes, 10 Normal Schools, 7,113 Primary Schools, (of which 4,810 are Catholic, 2,150 are Protestant, 153 Jewish,) which contain 463,501 Boys, and 482,774 Girls, and employ 8,622 Masters and 315 Mistresses; 141 Boarding Schools, containing 6,853 Pupils, employing 872 Masters and Mistresses; 1,550 Industrial Schools, attended by 71,100 Boys, and 58,028 Girls, with 368 Masters and 1,597 Mistresses.

2. *Character of the Bavarian School Law.*

Primary instruction being obligatory since 1856, all the children must punctually attend the German Schools,—the Week Day Schools from six to thirteen, and Sunday Schools from thirteen to sixteen years of age, inclusive. It is only by exception, and after having special permission, that Parents can educate their children at home, or place them in a private Institution; but in both cases, the civil authority maintains and exercises its right of inspection, or oversight. Besides, children educated at home, or in any private Institution whatever, must assemble with children of the Public

School to pass a general and Public Examination every year. All, without distinction of sex, must, when they have accomplished their sixteenth year, demand a Certificate of dismissal,—the only authentic proof of having fulfilled the School obligation. But those who, not having successfully passed the Public Examination, have not the Certificate of dismissal, must continue to attend the School.

According to the returns, the proportion of those who cannot read, write or count, is only about five per cent., and it is confidently predicted that before long that figure will be reduced to zero. The machinery for giving effect to the School System does not differ materially from that of the other German States. But, as Munich may be regarded as the Athens of Germany in respect to the fine arts, there are more Art Schools and Students in Bavaria than perhaps in any other German State.

IX. Kingdom of Saxony, its extent and Educational State.

Before the recent war between Prussia and Austria, Saxony was an independent constitutional Monarchy. The population of Saxony was only about one-third larger than that of Ontario. It had, and still has, 1 Polytechnic School, 2 Academies of Fine Arts, 1 University, 1 School of Mines, 1 School of Forests, 1 Scientific Society, 1 Academy of Surgery, 1 Military School, 1 Superior School of Arts and Trades, 5 Schools of Architecture, 25 Schools to teach making lace, 4 Schools of Weaving, 1 School of Cadets, 1 School of Artillery, 25 Gymnasiums, 7 Real Schools, 5 Schools of Commerce, 9 Superior Normal Schools, 1 Normal School to train Professors of Gymnastics, 2 Establishments for Deaf Mutes, 1,956 Elementary Protestant Schools, 16 Catholic and 2 Jewish Schools. These Elementary Schools employ 3,589 Teachers, and contain 331,854 Pupils, of whom 164,519 are Boys, and 167,335 are Girls.

While, therefore, the population of the Kingdom of Saxony was (in 1865) one-third larger than that of Ontario, its number of Elementary Schools and Pupils was one-third less; but its higher and special Schools rank in number and character above anything which has been conceived among us, apart from its celebrated Gallery of Paintings at Dresden and its famous University of Leipsic.

By the Saxon School Law of 1835, every child that enters upon his sixth year must go to School, and must attend it eight entire years without interruption. This is the Schulzwang, (School obligation).

The general provisions of the School Law are similar to those of Prussia, but less complicated and on a more liberal though smaller scale.

X. Empire of Austria, its extent, Population, and Nationalities.

The Empire of Austria is, and was to a greater extent before her recent war with Prussia, an agglomeration of peoples,—of Germans, Sclaves, Italians, Magyars, Roumaines, Albanians, Greeks, Armenians, Jews, etcetera,—altogether consisting of 36,000,000 inhabitants, of whom 24,000,000 were Roman Catholics.

1. *Educational Condition of the Empire.*

In Austria there are reckoned 8 Universities, 55 Lyceums of Philosophy and Jurisprudence, 2,138 Gymnasiums, a great number of Professional, Secondary and Elementary Schools, or Schools of Manual Trades as well as of Professions, and Primary Schools nearly equal in number to those of the parishes of the Empire. In the Metropolis, in Vienna, with its thirty-four Faubourgs, or suburbs, there is one University more largely attended than any on the Continent, except the University of Paris; 1 Polytechnic Institute, reorganized just before the Austro-Prussian war; 1 School of Commerce, similar to the great Commercial School of Leipsic. There are 4 Gymnasiums; 1 School for Labourers and Apprentices; 4 Superior Real Schools; 19 Inferior Real

Schools; 1 Institute for Deaf Mutes; 4 Normal Schools; 70 Superior Primary Schools (Hauptschulen); 7 Citizen Schools (Burgerschulen), recently founded by Protestants, and Boarding and Primary Schools not returned.

In the German Provinces of the Empire, containing a population of 12,000,000, which heretofore formed part of the German Confederation, there are 1 Academy of Science; 1 Academy of Painting; 1 Academy of Commerce and Navigation; 2 Superior Schools of Forests; 3 Academies of Commerce; 4 Universities; 4 Schools of the Fine Arts; 4 Schools of Surgery; 4 Polytechnic Institutes; 4 Institutes for the Blind; 10 Institutes for Deaf Mutes; 7 Schools of Rural Economy; 11 Normal Schools; 11 Cloistral Houses of Education; 19 Superior Real Schools; 87 Inferior Real Schools; 68 Gymnasiums; 11,158 Schools of the people, of which 10,855 are Catholic, and 303 are Protestant, taught by 17,853 Masters and Mistresses, of whom 17,477 are Catholic and 376 are Protestant; attended by 1,645,816 children, of whom 1,613,139 are Catholics and 32,677 are Protestants.

2. *Characteristics of the Austrian School Law.*

In Austria primary instruction is obligatory, and essentially at the expense of each Commune, as in other States of Germany. The penalty of neglect is perhaps more severe than in North Germany, for the Authorities have the right of not only giving warnings, pronouncing censures, imposing fines, which add to the funds of the Communes, and even inflicting several days' imprisonment, but also to make the School Certificate, or Certificate of Instruction, a necessary condition for being apprenticed, or getting married.

No Manufacturer, Brewer, Restaurateur, etcetera, can employ in his Establishment, children under ten years of age, and consequently subject to School obligation, unless they have already attended a School of the people one year and those who employ children of ten years of age must send them to the Evening School.

In all parts of the Empire the principles of School Law are the same, and similar to those of the north of Germany; School legislation the same, and the penalties of neglect also the same; but the results in different parts of the Empire are very different. In the northern and western parts of the Empire, bordering on Saxony, Prussia, other German States, and Switzerland, from 86 to 94 per cent. of children of legal School age attend the Schools, as some send their children before the age required by law; but in the southern and eastern parts of the Empire the School attendance of children from seven to twelve years of age is from 13 to 80 per cent.; the average School attendance of children from seven to twelve years of age throughout the Empire being only 65 per cent.

3. *The Educational Policy of Austria.*

I quote from M. Baudouin, the French School Commissioner to Austria, a few remarks on the movements which were taking place in Austria, and the policy of the Government before the war with Prussia.—

The affairs of 1859 brought numerous changes in the Governmental system of Austria. The ministry was changed ,and M. de Schmerling, placed at the Head of Public Instruction, partially opened to progress the gates of the Empire. The Protestants profited by it, and founded Primary Schools similar to those of the north.

The 18th of last February (1864) the Municipal Council of Vienna voted that there should be established in each of the eight Parishes of the City a superior citizens' School, upon the model of those which exist in Northern Germany: and some months afterwards, a competent Person was appointed to go and study the organization regulation and methods of the principal Burger Schools of Prussia and Saxony.

In the June following, the Professors of the Municipal Schools of Vienna, encouraged and supported by the heads of the principal families, met in assembly, and adopted an elaborate Memorial to the supreme Council of Public Instruction, in which they urged the Government to ameliorate promptly popular instruction,—

1. By rendering instruction obligatory for all children from six to fifteen years of age inclusive.

2. By founding in every Commune of 1,000 souls a Public School with eight Classes, that is to say, a Citizens' School.

3. By enlarging the teaching body in the Secondary Schools.

4. By creating Real and high Citizen Schools in the Towns of 10,000 souls.

5. By authorizing Towns of less than 10,000 souls, to found Real and High Schools when they shall ask to establish them out of their own Funds.

The Assembly claimed then for the Austrian Monarchy the School regime of Prussia The demand of the Assembly was taken into consideration by the Supreme Council. In 1865 the Government endeavoured to obtain the necessary resources to put the project into execution.

Austria, while opening (1865) the door to progress and the exigencies of the times, is careful not to permit the entrance of enough of that ample instruction which inspires the desire of knowledge and investigation. All that is necessary to train to the exercise of manual skill, of a Trade, collections of products, of Machines, of Drawing, of Sculpture, special Courses, practical Experiments, Laboratories, is given liberally and with profusion. But that which might inspire the taste for liberal Studies, awaken ideas, give birth to a spirit of enquiry, is always systematically refused for fear of exciting the spirit of investigation and inspiring a desire for independence.

4. *Educational Effects of the Recent War with Prussia.*

Since the war with Prussia, Austria having lost her military prestige and some of her Provinces, has commenced a career of constitutional Government and Educational progress; she is entering upon a course which promises to place her among the freest and most prosperous States of the Continent.

The Austro-Prussian war has afforded a vivid illustration of the power of education over ignorance, even in the Battlefield,—of the superiority of mental discipline to mental crudeness,—of free thought and intellectual activity to intellectual enslavement and torpor. I last year asked a distinguished Prussian Minister of State, to what he primarily ascribed the superiority of Prussia over Austria in the recent war. His Excellency replied, that, in his opinion "it was not in the men physically, or in military skill, or prowess, but in the sound and universal education of the Prussian soldiery, which combined in each Prussian soldier, the intelligence and discipline of an Officer, and gave him a momentum equal to many of the uneducated and feeble minded enemy."

That which is true in the Army and on the field of battle, is true in a much higher degree in all the other relations and pursuits of life. Education, with the inspired Book of Divine truth and human liberty, makes the man, makes the Country, makes the Nation.

XI. Kingdom of Denmark, its extent and Population.

The population of Denmark in 1864 was 1,600,551, only about one-fifteenth more than this Province; and, like Ontario, it is a purely agricultural Country; four-tenths of the population being occupied in the cultivation of the land. There being no coal, and but little water power in the Country, manufactures are limited in variety and extent. But education is widely diffused; it has been provided for by Royal Ordinances since 1539; but the present System of Primary and Secondary Instruction dates from 1814. The established Religion is Lutheran; but there is perfect Religious toleration, and no citizen is required to contribute to the support of a form or worship to which he does not belong.

1. *Provisions for Education in the Kingdom.*

1. Every Parish must provide School Teachers for the Primary Instruction of all the children within it. In the Schools provision is made for teaching Reading, Writing, Arithmetic, the Lutheran Catechism, Grammar, History and Geography. There are eight Normal Schools for the training of Teachers, including a three years' Course of Instruction, and teaching the Danish language, Mathematics, Natural Sciences, Writing, Pedagogy, History, Geography, Gymnastics, Drawing, and Music. The Secondary Schools include upwards of thirty High, or Grammar, Schools, in which are taught Latin, Greek, French, German, Mathematics, Natural Sciences, Geography, History, etcetera; also about thirty Real Schools, or Schools of practical knowledge, teaching many of the subjects of the Grammar Schools, and other subjects adapted to Commerce and Trade. There are also higher Burgher, or Citizen, Schools, and French Schools, but these are mostly private.

2. *Educational State of Denmark.*

There are two Universities for Danish Students,—one at Copenhagen, with 40 Professors, and upwards of 1,000 Students; and another at Kiel, with about 30 Professors and Tutors, and some 400 Students. The revenue of the former was $72,000, and its Library contained upwards of 100,000 Volumes; the revenue of the latter was $30,000, and its Library contained 70,000 Volumes.

5. There are also Polytechnic, Military, Naval, Medical, and Forest, Schools, an Academy of the Fine Arts, a School for the Blind, an Institution for Deaf Mutes.

6. Instruction has long been so far compulsory, that no child could be confirmed in the Lutheran Church without being able to read; and no child could be apprenticed, or could a person be employed, or married, without having been confirmed. But, by the Articles in the present Constitution, attendance at School from the age of seven to fourteen is obligatory; and Education is given gratuitously in the Public Schools to children who cannot afford to pay for it. Education is universal among the poor as well as among the wealthy classes.

XII. Kingdom of Norway and Sweden, its Extent, Population and Condition.

Norway embraces a territory of 121,807 square miles, and contains a population (in 1860) of 1,433,734 inhabitants,—almost the same as Ontario. It is essentially an agricultural and pastoral Country. The land is mostly owned by those who cultivate it; but only about one-hundredth part of the entire surface of the Country is cultivated, or otherwise productive. Yet in such a Country, with Winters so long and severe, education is universally diffused, and scarcely a Norwegian can be found who has not a fair knowledge of Reading, Writing, Arithmetic, Bible History, the Lutheran Catechism, and generally some acquaintance with Grammar, Geography and History.

1. *Educational Facilities in Norway.*

The inhabitants are Lutherans. The Parishes are required to maintain good School Houses, and pay the Salaries of Teachers, who sometimes itinerate from School to School, teaching part of the week in one School and part in another. There are upwards of sixteen hundred of these itinerating Schools, with nearly 150,000 children, in the thinly peopled districts, where the people are too poor to support permanent Schools. There are about 200 permanent Country Schools, with nearly 20,000 Pupils, and some 60 Schools for Labourers, with about 7,000 Pupils.

In all the large Towns, there are Citizen Schools, in which, besides the usual elementary studies, Mathematics, English, French, German and Latin are taught. In

Christiania are Schools of Drawing and Architecture, a School of Commerce and Navigation. In Christiania and several of the large Towns, there are Colleges preparatory to the University, which contains about 30 Professors, and upwards of 700 Students, and has a Library of 50,000 Volumes, a Botanic Garden and Museum. There is also an Institution for Deaf Mutes at Drontheim.

2. *Population and Educational State of Sweden.*

Sweden has two Universities,—one at Upsala, with about 1,000 Students; another at Lund, with about 500 Students.

The Secondary Schools are called "Schools of Learning," "Gymnasia," "Apologist" Schools. The Schools of Learning and Gymnasia are both Classical Schools, the latter rather superior to the former, but both teaching, besides the elementary branches, Mathematics, Latin, Greek, German, and French, and the elements of Natural History. The "Apologist Schools" teach the same subjects as the Gymnasia, except the Greek and Latin Classics.

Since 1684, the Law required that no Person should be admitted to confirmation (necessary to marriage) who could not satisfy the Curate of his ability to read. A system of Education was introduced in 1825, and matured in 1842, making it compulsory on every District to erect at least one School, with an approved Teacher. The Parishes are divided into School Districts, and in each District a School Committee is elected to manage the School. Nearly fifteen hundred of the Schools are ambulatory, upwards of two thousand are stationary. In them are taught Religion, Geography, Grammar, Swedish and General History, Mathematics, Geometry, Natural History, Music and Gymnastics.

All children between the ages of nine and fifteen must attend School, unless it can be shown that they receive instruction at home. It is said there is not in Sweden more than one Person in every thousand who cannot read and write.

XIII. Kingdoms of Italy, Spain and Portugal.

Note. The efforts of the Government to establish a thorough System of Elementary Instruction in the Kingdom of Italy, are too recent to furnish anything very satisfactory, or suggestive, and I think it needless to notice the Systems of Public Instruction existing in Spain, or Portugal, although there are regular Systems of Public Instruction established in each.

EDUCATION IN THE BRITISH ISLES.

XIV. Historical Sketch of Education in Ireland.

In my Annual Report of Upper Canada for 1857, I gave a full account of the System of National Education in Ireland, extending over 133 pages. I gave the official Documents, containing the authority and instructions under which the National Board in Dublin was constituted in 1831, the Regulations adopted in regard to every part of the System, the kinds of Schools aided, the conditions on which they are aided, the Rules by which they are governed, the Officers, expense and success of the whole System from 1831 to 1856, together with the evidence of various distinguished Persons, given before Committees of the House of Commons, as to the character and working of the System, and the modifications which had been made in its mode of operations since its establishment. I also compared the System of National Education in Ireland with that in Upper Canada, showed wherein they differed, and what features of the Irish System we had selected and adapted to our purposes. It will, therefore, be needless for me to

review the Irish National System in this place, especially as it has not undergone any material modifications since 1856. I will only add a few remarks as to its present character and operations.

1. *English and Irish Educational Systems.*

The System of Elementary Education in Ireland, like that in England, is one of Parliamentary Grants, administered and controlled by a Central Board,—that in England, by a Committee of the Privy Council; that in Ireland, by a Board of Commissioners, composed of distinguished Protestants and Roman Catholics, by whose unanimous consent all the Regulations and all the Text Books for the Schools have been adopted.

The System of Elementary Schools in England is chiefly Denominational, in which literary and religious instruction are combined; but the National Board in Ireland, state in their last Regulations, July, 1866, as they had stated in 1831, that "the object of the System of National Education is to afford combined literary and moral, and separate Religious Instruction, to children of all Persuasions, as far as possible, in the same School, upon the fundamental principle that no attempt shall be made to interfere with the peculiar Religious tenets of any description of Christian Pupils."

2. *Denominational Bias for and against the Irish System.*

For many years the Clergy and Members of the Roman Catholic Church very generally co-operated in the System, while a majority of the Protestants opposed it; but in 1840, the Presbyterians gave in their adhesion to it, although most of the Clergy of the Established Church and the Wesleyans continued their opposition, until of late years. They are now generally acquiescing in the System.

3. *Educational Faculties in Ireland—Parliamentary Aid.*

The Schools recognized and assisted by the Board, besides the Normal, Model and ordinary Literary Schools, are Agricultural Schools, School Farms, School Gardens, Industrial Schools, Convent Schools, Workhouse Schools, Schools attached to Prisons, Asylums, Evening Schools, Workhouse Schools.

There is one Normal School (in Dublin) for training Teachers, twenty-five District and Minor Model Schools.

There are 6 Head Inspectors of Schools; 30 District Inspectors of ordinary Schools; and 2 Inspectors of Agricultural Schools.

The amount of aid granted by the National Board for Books, School Requisites, and Apparatus, at reduced prices, was £15,895; in free stocks of Books, Requisites and Apparatus, £2,250; in premiums and other gratuities, £7,494; for Teachers' Salaries, £230,413; for Teachers' Salaries from School Fees, £39,135; from local Endowments, £12,338; Total paid Teachers, £281,886. Expense of the Dublin Official Establishment, £15,457 per annum; of the Normal Training School, with Model Schools, £14,654; of the Albert Model Farm and Gardens, £3,110; of District School Farms, £8,793; of District Model Schools, £22,594; of Inspectors, £23,234. The annual amount of the Parliamentary Grant, is £340,000.

4. *Other Educational Helps in Ireland.*

The Church Education Society, instituted in 1839 for instructing its Pupils in the principles of the Church of England, and supported wholly by voluntary contributions, has, according to its report for 1864, 1,504 Schools, attended by 69,038 pupils, and supported at an expense of £45,160.

There are the following higher Institutions: Trinity College, Dublin, with an Endowment of £50,000 per annum—attended by 1,000 Students; Queen's Colleges at Belfast, Cork and Galway, of Queen's University, attended by 835 Students—aided by Parliamentary Grant of £7,522, (including £2,372 to Queen's University); and several other Colleges and Academies, Medical and other Endowed Schools, besides Academies of Arts.

To Ireland we are specially indebted for three important elements of our School System; also for the first and excellent Head Master of our Upper Canada Normal School; for the first and present accomplished President of University College.

XV. Historical Sketch of Education in Scotland.

Elementary School instruction commenced in Scotland by the establishment of a compulsory system of education, and the enjoined co-operation of the Clergy. In Scotland, the System of Parochial Schools, which have long been the glory of Scotland, was founded in 1494 by the Scottish Parliament, which enacted that the Barons and substantial Freeholders throughout the Realm should send their children to school from 6 to 9 years of age, and then to other Seminaries to be instructed in the Laws. It was also enacted that any one who neglected this duty should be subject to a penalty of £20. Sixty-six years afterwards, in 1560, John Knox and his compeers presented to the nobility the "First Book of Discipline," in which they employ the following memorable language:—

"Seeing that God has determined that his Kirk here on earth shall be taught, not by Angels, but by men, and seeing that men are born ignorant of God and of godliness; and seeing also that He ceaseth to illuminate men miraculously, of necessity it is that Your Honours be most careful for the virtuous education and godly bringing up of the youth of this Realm. For, as they must succeed to us, so we ought to be careful that they have knowledge and erudition to profit and comfort that which ought to be most dear to us, to wit, the Kirk and Spouse of our Lord Jesus Christ. Of necessity, therefore, we judge it, that every several Kirk shall have one Schoolmaster appointed; such a one, at least, as is able to teach Grammar and the Latin Tongue, if the Town be of any reputation. And further, we think it expedient that in every notable Town, there should be erected a College, in which the arts at least of Rhetoric and Logic, together with the Tongues, be read by sufficient Masters, for whom honest stipends must be paid; as also that provision be made for these that are poor, and not able by themselves or their friends, to be sustained at letters."

1. *Original Educational Act for Scotland—its Effect.*

The Privy Council of Scotland issued an order in 1615 empowering the Bishops along with the majority of the Landlords, or Heritors, to establish a School in every Parish, and assess the Lands for that purpose. This order was confirmed by Act of the Scottish Parliament in 1633, and under its authority Schools were established in the more cultivated of the Lowland Districts. But this provision was far from adequate to provide Elementary Instruction for the whole Realm. It was proposed to accomplish this by the famous Act of 1696, the Preamble of which states, that, "Our Sovereign Lord, considering how prejudicial the want of Schools in many places has been, and how beneficial the establishing and settling thereof will be to this Church and Kingdom, therefore His Majesty, with the advice and consent," etcetera. This Act ordered that a School should be established in every Parish; that the Landlords should build a Schoolhouse and Dwelling-house for the use of the Master, and should pay him a Salary, exclusive of the Fees of Pupils, of not less than £5 11s. 1d. per annum, and not more than £11 2s. 6d. The Act also provided that the Landlords and Minister of the Parish should appoint the Schoolmaster, that the Presbyteries should exercise a general supervision of the Schools and have the sole power of suspending and dismissing the Master.

Previously to the passing of this Act, Scotland had suffered greatly from misgovernment and commotions, but she rose so rapidly from these distressing calamities, that

in the Autumn Assizes of 1757 not one Person was found guilty of capital crime throughout the whole Country. Doubtless the establishment of a system of cheap, speedy and impartial administration of justice has exerted a salutary influence on the social condition of Scotland, but it is chiefly to the Parochial Schools that she owes the elevation of the labouring classes.

2. *Further Efforts to Promote Education in Scotland.*

The General Assembly in 1802, issued an educational appeal containing the following declaration:—

That Parochial Schoolmasters, by instilling into youth the principles of Religion and morality, and solid and practical instruction, contribute to the improvement, order and success of people of all ranks: That it has been found impossible to procure Persons properly qualified to fill parochial Schools: That it is desirable that some means be devised to hold forth inducements to men of good principles and talents to undertake the office of Parochial Schoolmasters.

This declaration of the General Assembly was accompanied with complaints to Parliament from all parts of Scotland, in consequence of which the famous Act of 1803 was passed, ordaining among other things:

That in terms of the Act of 1696, a School shall be established, and a Schoolmaster appointed in every Parish, the Salary of the Schoolmaster not to be less than three hundred marks (£16 13s. 4d.), or above four hundred (£22 4s. 5d.) That in large Parishes, where one parochial School cannot be of any effectual benefit, it shall be competent for the Heritors and Ministers to raise a Salary of six hundred marks, (£33 6s. 8d.,) and to divide the same among two, or more, Schoolmasters. That in every Parish, the Heritors shall provide a School-house, and a Dwelling-house for the Schoolmaster, together with a piece of ground for a Garden. That the foregoing sums shall continue to be the Salaries of Parochial Schoolmasters till the end of twenty-five years, when they shall be raised. That the power of electing Schoolmasters shall continue with the Heritors and Minister, a majority of whom shall also determine what branches of Education are most necessary and important for the Parish. That the Presbyteries of the Church shall judge whether Candidates for Schools possess the necessary qualifications, shall continue to superintend Parochial Schools, and shall be sole judges in all charges against Schoolmasters, without appeal, or review.

3. *Early Superiority of the Scottish System of Education.*

Such was the System of Parochial Schools in Scotland at the commencement of the present century. It is also to be observed, that Landed Property in Scotland has been held liable to local taxation for the Education of all the children of the Parish. The whole system of local self and elective government in School management and support, has been in operation in Scotland for nearly two centuries. The existence of the School was not left to chance, but was a matter of acknowledged public necessity and duty; the School House, and Dwelling House of the Teacher were as much an Assessment charge on property as a Public Road; the Salary of the Teacher was not permitted by law to fall below a comfortable maintenance, according to the standard of living in the Country Parishes. Another peculiar excellence of the Scottish System hitherto has been, as expressed by Mr. James Cowan, in his Statement, 1866, to the Royal Commissioners "that in the rural Districts and small Towns, the children of all classes have been educated together, and Boys of talent from the very humblest classes have had the way of advancement opened to the learned Professions."

4. *Other Educational Facilities in Scotland.*

There is a considerable number of Endowed Schools in Scotland,—at the head of which, perhaps, stands the Edinburgh High School; there are the several Universities and Colleges at Edinburgh, Glasgow, Aberdeen, St. Andrews, etcetera, (aided by a Parliamentary Grant of £19,485 per annum).

5. *Present Educational State of Scotland.*

The great social changes which have taken place in Scotland during the last half century, the progress of religious and political liberty, the growing numbers and power of the labouring classes, the increased demands for educated labour, the advancement of Art, Science and general knowledge, all render the old Parochial Scottish Schools utterly inadequate to supply the wants of society and meet the demands of the age. The Privy Council System offers assistance only to those who can help themselves, and are intelligent enough to do so; while it leaves wholly unaided those Districts which most need assistance. The Highland Parishes and the poor districts, even in large Towns, are unreached by this System of Parliamentary Grants. The best minds in Scotland, like those in England, are at this moment earnestly engaged in efforts to devise a more comprehensive, practical, and truly National System of Education, free from the acknowledged defects of the present Parochial and Privy Council Systems, adequate to the requirements of the poorer districts and classes, and adapted to the existing institutions and state of society.

XVI. England, including Scotland, under the Privy Council Committee System of Elementary Education.

1. *Historical Sketch of Education in England.*

School Education in England is contemporaneous with the introduction of Christianity; and for centuries the Schools which existed,—were found in connection with the Cathedrals and Monasteries. But these were mostly swept away by the Danish invasion; so that King Alfred, about 880, invited learned Prelates from abroad to establish Schools; and for that purpose he set apart one-ninth of his own revenue. Thus to the zeal and benevolence of good King Alfred, existing Educational Institutions in England owe their origin; but, for centuries, they were of the most elementary character, and were confined to those who were destined for the service of Church and State. There was the "song scole," where poor boys were taught to chant, and the "lecture scole," where young priests were taught to read the services of the Church; yet such was the origin of some of the most famous existing Educational Establishments in England. Sampson, Abbot of St. Edmunds, once a poor Boy, founded, in 1198, the School at St. Edmunds for forty Boys. Lanfranc and Anselm, Archbishops of Canterbury, had both been School Teachers, and both founded Schools. Joffrid, Abbot of Croyland, who had been educated at Orleans, thence procured Teachers; and established them at Cheltenham in 1110—the traditional origin of the famous University of Cambridge. William of Wykeham, Bishop of Winchester, to aid the education of "poor young men for the Church," for the support and exaltation of the Christian faith and the improvement of the liberal arts, founded a College at Oxford in 1382, and its nursery at Winchester in 1387—known as Winchester College. But these Institutions were confined chiefly to the Clergy; the mass of the nation was left in ignorance; and few even of the nobility were educated. The simple ability to read was considered characteristic of the Clergy, and secured in criminal cases the *privilegium clericale*—the "benefit of clergy." Many noblemen of the highest rank affected to despise knowledge as common, and therefore beneath their dignity, espe-

cially after the invention of printing rendered the ability to read more common than in the days of manuscripts. As late as the first year of Edward VI., it was assumed not only that a Peer of the Realm might be convicted of felony, but that he might not be able to read, so as to claim "benefit of clergy." An Act of Parliament was passed to meet such cases. To how great an extent the nobility were unfitted, through ignorance, for high offices in the State at the time of the Reformation, may be inferred from Latimer's "Sermon of the Plough," preached at St. Paul's, London, January 18th, 1548, in which he says—"Why are not the Noblemen of young Gentlemen of England so brought up in the knowledge of God, and in learning, that they may be able to execute Offices in the Commonwealth? Why are they not sent to Schools that they may learn? Or why are they not sent to the Universities that they may be able to do the King service when they come of age? And if the Nobility be well trained in godly learning, the people would follow the same example. Therefore, for the love of Good, appoint Teachers and Schoolmasters, you that have charge of youth, and give the Teachers stipends worthy their pains, that they may bring them up in Grammar, in Logic, in Rhetoric, in Philosophy, in Civil Law, and in the Word of God."

It is, therefore, to the period of the Reformation that we must look for the commencement of anything like General Education even among the Nobility and Gentry, as also of the diffusion of the elements of civil and religious liberty throughout the nation. Although a large part of the Property and Funds of the Monasteries suppressed by Henry VIII., was seized by rapacious Courtiers, yet a considerable portion was reserved and applied by good King Edward VI., to found no less than 21 Grammar Schools; some of which still exist, and are among the most flourishing Institutions in England. The example of the King was followed by some of his Successors, and by many pious and benevolent Persons; so that, during the following century and a half, a large number of free Grammar Schools were established for the instruction of poor children in the learned language. From these Establishments, often of humble appearance and with stinted means, have issued a series of the most illustrious names which have adorned the annals of English history.

Still no idea whatever of educating the masses of the people, or of educating any considerable portion of them in the subjects of common life, seems to have been entertained in any quarter. But, about the time of the Revolution of 1688, the commercial classes in England had acquired, and were rapidly increasing in wealth and importance. Many of them had pushed their way to fortune without the advantages of education. They saw that Schools, in which nothing but Latin and Greek, with Religious Instruction, were taught, were not adapted to a life of Trade and Commerce. Many of these, by will, established and endowed Schools for a certain number of poor Boys, to be taught Reading, Writing, and Arithmetic. In almost every Town in England, one, or more, of these Free Schools may be seen; and some of the most enterprising and distinguished men of the present and past ages in England, point to these Free Charity Schools as their intellectual birth-place, and have largely added to their number and resources as thank-offerings for benefits received. The annual income of these Schools, as "Schools not Classical," is reported as £141,385 sterling. The total Income of Endowed Charities for Education in England and Wales, embracing both the Classical and Non-classical Schools, and including an addition of £19,112 for General Educational purposes, is stated as £312,545. The number of Schools is about 4,000, the number of Pupils, 150,000.

It may be well here to note briefly the principal of those Grammar Schools which have contributed so pre-eminently to the education of the higher classes in England, and then the Universities of which the Grammar Schools are feeders—the two classes of Institutions rendering England the first of Nations as to the education of its nobility and gentry. Several of the most celebrated Grammar Schools were not only founded by men in humble life, but nearly all of them were founded for the education of poor and meritorious youth.

2. *Great Public Schools and Endowed Grammar Schools.*

1. *Eton College.*—This College is the most celebrated of all the Public Schools was founded by Henry VI., A.D. 1440, by the name of "The Blessed Marie College of Etone, besides Wyndsore." *Object.*—The scholars are of two kinds (*a*) King's Scholars, who are eligible from 8 to 15 years of age, the statutable qualification being that they be "poor and indigent," and (*b*) the independent scholar, or *oppidant*, whose education averages from £150 to £200 per annum, for each Boy.

2. *Winchester College.—Founder*—William of Wykeham, A.D. 1393. *Object*—to instruct diligently in grammatical learning poor scholars. *Free Scholars*, 75 are provided with board and lodging, but are subject to an annual payment of £19 13s. 6d.

3. *Harrow School.—Founder*—John Lyon, a yeoman of the Parish in 1571. *Object*—the founders conveyed property "to six Trustees" for the Endowment of a School-master and an Usher, the gratuitous Instruction of the children of the Parish, and for the Endowment of four Exhibitioners for the two Universities.

4. *Westminster School.—Founder*—Queen Elizabeth in 1560. *Free Scholars*—The Boys on the foundation, and the "Town" Boys are on the same footing as four Bishop's Boys. There are Studentships at Oxford and Cambridge.

5. *The Charter House School.—Founder*—Mr. Thomas Sutton, May 9th, 1611. The *Endowments* of this noble foundation produce a rental of more than £22,000. *Free Scholars*—Those on the foundation are of two classes—Pensioner and Scholar. There are Exhibitions from £80 to £100 per annum, each for 5 years at either University, and donations of £100.

6. *Rugby School.—Founder*, Lawrence Sheriffe, a Grocer in London, in 1567. *Endowment.*—Originally designed only for the benefit of the Town of Rugby and its neighbourhood. Parents who have resided in Rugby two years, or at any place in the County of Warwich are privileged to send their sons to be educated at the School without paying anything whatever for their instruction. There are Exhibitions of £60 a year at any College of either University.

7. *St. Paul's School.—Founder*, Doctor John Colet, Dean of St. Paul's A.D. 1512. *Object.*—Not only natives of the City, but those born in any other part of the Kingdom, and even those who are foreigners "of all nations and countries" are capable of being partakers of its privileges. *Endowment.*—£5,000. There are nine Exhibitions of £50 each at any College, and nine of £100 at Trinity College, Cambridge.

8. *Merchant Tailor's School.—Unendowed.* Has six Exhibitions of £50 each.

9. *Shrewsbury School.—Founder*, Edward VI. in 1551. *Endowment*, £2,000. *Free Scholars.*—The School is open to the sons of Burgesses of the Town of Shrewsbury, free of expense. There are twenty-eight Exhibitions of about £40 each.

10. *Christ's Hospital.—Founder*, Edward VI. in 1552; object, education of "poor children." 400 orphans were first admitted; they were clothed in russet, which was soon afterwards changed for the dress still worn. In 1672, Charles II. founded a Mathematical School for the instruction of 40 Boys in Navigation. *Endowment*, above £40,000. Grecianships at Oxford, and Cambridge.

11. *Manchester School.—Founder*, Hugh Oldham, Bishop of Exeter 1510; *Endowment*, £4,408. There are Exhibitions to Brasenose College, Oxford and St. John's, Cambridge.

12. *Birmingham School.—Founder*, Edward VI., 1552; *Endowment*, above £10,000. *Free Scholars*, Sons of Inhabitants free; qualifications, 8 years of age, and ability to read and write English. About 100 nominations are open to public competition. Children of non-inhabitants pay from £15 to £20 per annum. There are ten Exhibitions, each of £50, at either Oxford, or Cambridge, tenable for 4 years; two Scholarships of £50, for 4 years at Brasenose College.

Other noted Endowed Grammar Schools are those of Bromsgrove, Bedford, Bury, St. Edmund's, Highgate, Guernsey, Ipswich, Leeds, Marlborough, Repton, Sherburn, Southwark, etcetera.

3. *The English Universities.*

1. The *University of Oxford* was the seat of a School of Learning as early as the reign of Edward the Confessor. In the year 1201, (3rd year of King John), it is styled a University, having then, according to Anthony A'Wood, 3,000 Students. Its Charter was granted by King John; but the Act of Incorporation by which its privileges were ultimately defined was the Statute 13th Elizabeth, passed in 1570; and the Statutes of the University were reduced to a Code in 1638, under the chancellorship of the famous Archbishop Laud. The Colleges at Oxford are distinct from the University, though represented in it, and subject to its Statutes, which relate to matters of study, etcetera, common to all the Colleges. There are 19 Colleges and 5 Halls, (doing collegiate work,) in the University; and each College, or Hall, has its own Endowment and Regulations. It is no part of the English University System that a great multitude of Students should herd together in one College only; but a noble and healthy emulation is maintained among a large number of independently and variously endowed Colleges.*

2. The *University of Cambridge.*—The term University was first applied to Cambridge as early as 1227. The earliest formal Charter bears date, the 20th year of Edward I.; but, like Oxford, its corporate privileges were finally defined by an Act passed in the 13th of Elizabeth. In the Cambridge University there are 16 Colleges, the aggregate annual admission of Students at which was 499. Each College at Cambridge, as at Oxford, had its own Endowment.

3. The *University of Durham* was founded by Act of Parliament in 1833, and incorporated by Royal Charter in 1837.

4. The *University of London*, founded in 1837, is simply a Senatorial Body prescribing courses of Collegiate Studies, directing Examinations, and conferring Degrees in Arts, Law and Medicine. University College, and King's College, London, and upwards of 50 Colleges and Institutions, most of them Denominational, throughout the United Kingdom, are affiliated to it, and their Students receive their Degrees from it.

4. *Voluntary Educational Associations and Agencies.*

With the present century commenced the era of voluntary associations and the wider diffusion of popular education in England. Yet the advocacy and efforts put forth seemed to be directed rather to the amelioration of the condition of the poor, than to the universal education of the people. Prior to that period, the subject had been mooted by individuals in advance of their times. Sir Thomas More, in his "Utopia," professedly intended to describe "the best state of a public weal," had hinted that "all in their childhood be instructed;" the author of the "Wealth of Nations," had, in 1766, advocated the extension of the most essential parts of education to "the whole body of the people;" and the Authors stood almost alone in the expression of such sentiments. The earliest voluntary agency of popular education in England was the Church of England "Society for Promoting Christian Knowledge," founded in 1698 to aid in founding Charity Schools and in publishing and circulating useful Books at a low price; which, as early as 1741, had aided in founding more than 2,000 Church Charity Schools, and which has published several hundred millions of Books and Tracts. In 1811 its School work was transferred to the National Society, which received a Royal Charter in 1817. The Religious Tract Society, founded in 1799, soon became, as it has ever since continued, a potent agent in spreading knowledge of the best kind. The Sunday School agency gave a powerful impulse not only to the religious instruction, but to the Primary Education of the lowest classes. The new methods of teaching introduced by Bell and Lancaster awakened much attention to the

* See the confirmatory opinion of Mr. C. F. Adams of Harvard College. His favour of this system of individual Colleges in a University, as expressed on page 321 of the Fifteenth Volume of this Documentary History.

subject of educating the masses; and the British and Foreign School Society commenced a work of usefulness which they have been nobly pursuing to the present time. The "Benevolent Evening School Society" which established the first Evening School for the gratuitous instruction of the sons of the labouring poor, in Bristol in 1806, accomplished much good, and prepared the way for the gradual extension of, and became merged into, the system of Mechanics' Institutes, through whose instrumentality upwards of 250,000 adult persons in England, Ireland and Scotland have learned to read. Among the latest but not the least potent voluntary agencies for the education of the poor is the System of Ragged Schools, commenced in 1837.

It is, however, easy to see how far all these benevolent and diversified, though isolated efforts, fell short of a national organization and governmental System, for the Education of the whole labouring population.

5. *Historical Sketch of Educational Parliamentary Proceedings.*

The question of educating the labouring classes was first introduced into Par liament, the present century, by Mr. Whitbread, who, in 1807, proposed a plan in the House of Commons for "exaltation of the character of the Labourer," by the establishment of Parochial Schools. The measure was very moderate, limiting the amount of education to be given to the merest minimum,—two years' schooling between the ages of seven and fourteen. Even this proposed mitigation of the ignorance of the labouring classes was successfully opposed; and Mr. Whitbread's bill was, therefore, not entertained.

This was the year after the establishment of the National System of Education in Holland. Mr. Brougham (now Lord Brougham) was an early, and as he has long been, an earnest friend to the education of the poor. As early as 1808, he assisted at the organization of the British and Foreign School Society; in 1810 and 1812 he contributed able articles to the *Edinburgh Review* on the subject; and on the 21st of May, 1816, he moved in the House of Commons for the appointment of a Select Committee "to require into the state of education of the lower orders of the Metropolis." He entered upon the duties of the Committee with such zeal and industry, that in less than a month, 19th June, he submitted a Report, which was speedily followed by four additional Reports, exposed the educational destitution of the Metropolis, the inefficiency of the Public Schools, and the misapplications of charity and various educational funds. In 1818, the Committee was revived, with more extensive powers to enquire into the Education of the lower orders throughout England, Wales and Scotland, and, by construction, into Educational Charities, including the Universities and Great Public Schools. The result was three folio Volumes of statistics on the state of Education throughout the whole Kingdom, and a plan for National Education, to be supported by the State,—proposing to include and improve the Schools already established, and to harmonize the administration of the Schools composed of children of all Denominations. The Bills embodying this plan were introduced into Parliament in 1820, and created great excitement and much violent discussion between the different Religious and Political parties,—so much so that the whole subject was postponed, and nearly fifteen years elapsed before its consideration was again resumed by Parliament.

But Mr. Brougham was more successful in drawing attention to the abuses of Educational Charities. Successive Committees, and Commissions were appointed to examine into them, until their reports filled 33 folio Volumes, extending to 28,840 Charities, and the work yet unfinished. The total value of the Charities reported on was estimated in 1850 at Seventy-five million pounds sterling, and the annual income at £1,209,395. By the publicity thus given to the management of these Charities, the income of them has doubled, and is estimated as likely to amount to £4.000,000, or $20,000,000 per annum—a vast contribution, under proper management, to the education of the people.

In 1833, on motion of Lord Kerry, another educational enquiry was undertaken into the existing means of education for the poorer classes, and an Annual Grant* of £20,000 or $100,000 was voted by the House of Commons, on motion of Lord Althorp, for the building of School Houses for the poor in England and Wales—as a supplement and encouragement to the National (Church) Society, and the British and Foreign School Society. In the following year, 1834, another Committee was appointed by the Commons "to make enquiries into the present state of education in England and Wales, and into the application and effects of the Grant made in the last Session for the erection of School Houses, and to consider the expediency of further Grants in aid of Education." This Committee reported the Minutes of evidence taken before them respecting Schools in connection with the National Church, and British and Foreign School Societies, and the School Systems of Prussia, France, Ireland, and Scotland, together with the views of distinguished Educationists,—such as Lord Brougham, Doctor Julius, Professor Pillans, and others. In the following year, 1835, Lord Brougham brought the subject of National Education before the House of Lords, by moving a series of Resolutions, which he advocated with great earnestness and ability, but on which no action was taken. Again in 1836, Lord Brougham brought two Bills into the House of Lords, revived and eloquently advocated them in 1837 and in 1838, but without success.

6. *Lord Brougham's Warning to the Lawgivers of England.*

The defeat of Lord Brougham's efforts to establish a System of National Education was followed by a published Letter from him to the Duke of Bedford, in which he advised the friends of a System of National Education to unite in support of the contemplated Government measure to aid Schools established by different Religious Denominations, as the only practicable scheme which there was any chance of carrying. This is the origin of the present System of Parliamentary Grants to Schools of different Religious Denominations in England for the education of the labouring classes. Lord Brougham, in his Letter to the Duke of Bedford, denounces in words of burning indignation, the "sectarian animosity" and "factious rage" which had defeated every scheme and proposal for an independent System of National Education and said,—"The ignorance of the people, the origin of all the worst ills that prey upon our social system, has become at length the object of Legislative regard, and I defy the constituted authorities of this free country to delay much longer in applying the appropriate cure by eradicating a disease as easily cured as it is fatal if neglected.". He then concludes in the following earnest words of warning and appeal:

Lawgivers of England! I charge ye, have a care! Be well assured, that the contempt lavished for centuries upon the cabals of Constantinople, where the Council disputed on a Text, while the Enemy, the derider of all their texts, was thundering at the Gates, will be as a token of respect compared with the loud shout of universal scorn which all mankind in all ages will send up against you, if you stand still and suffer a far deadlier foe than the Turcoman,—suffer the parent of all evil, all falsehood, all hypocrisy, all discharity, all self-seeking,—him who covers over with pretexts of conscience the pitfalls for the souls on which he preys,—to stalk about the fold, lay waste its inmates—if you stand still and make no head against him, upon the vain pretext, to soothe your indolence, that your action is obstructed by religious cabals—upon the far more guilty speculation, that by playing a party game, you can turn the hatred of conflicting professors to your selfish purposes! Let us hope for better things. Let us hope it through His might and under His blessing who commanded the little children to be brought unto Him, and that none of any family of mankind should be forbidden; of Him who has promised the choicest gifts of His Father's Kingdom to those who in good earnest love their neighbours as themselves."

* A similar Grant of £10,000 was made for the same purpose in Scotland. The sum of £4,328 had been granted in 1831 to the Commissioners of National Education in Ireland—the commencement of the Irish National System

7. *Privy Council Committee on Education.*

In 1839, for the first time in the history of England, a Speech from the Throne recommended Parliament to do something for the "Religious Education of the poor;" and towards the close of the Session, Lord John Russell, in a Letter to the President of the Privy Council, communicated the desire of the Queen, that five members of the Council, should form a Committee of Council on Education for the consideration of all matters affecting the Education of the people.

This was the origin of the Privy Council Committee on Education—the Body under whose sole authority all the Regulations in respect to the Education of the labouring classes and the distribution of the Parliamentary Grants for education, have been made from 1839 to the present time. The Committee selected as its Secretary and Chief Officer an experienced and able Educationist, in the person of Doctor James Philip Kay, now Sir James Kay Shuttleworth. Doctor Kay, in 1838, submitted a plan for the proper training of pauper children and on District Schools,"—which was made the basis of a System for reorganizing and improving the management of this class of Schools. In 1839, Doctor Kay was appointed to the Superintendence of the Metropolitan District, with the special charge to improve the Schools in Workhouses. To qualify himself better for a work so important, he visited and made himself acquainted with the best methods of School teaching and management as practised in Holland, Belgium, France, and Scotland; and, he planned and put into successful operation a Training School for Teachers at Battersea. Doctor Kay was therefore admirably qualified for the duties of Secretary to the Privy Council Committee of Education—and in which he laid the foundation of the present System of Elementary Education carried on under the authority of the Committee. He was succeeded as Secretary of the Committee of Council on Education by Mr. R. R. W. Lingen, A.M., who still continues to discharge its duties with great tact and ability.

The Committee of Council adopted and published a Code of Regulations analagous to our School Law and Instructions. It was proposed to give aid on certain conditions; to erect School Houses; to support Elementary Schools for the labouring classes, and Normal Schools for the training of Teachers and Students attending them; to assist in procuring supplies of Books, Apparatus and School Sittings at reduced prices; to provide for the inspection of the Normal and Elementary Schools; to augment the salaries of Teachers, etcetera.

8. *Normal Schools in England and Scotland.*

Normal Schools.—There are 48 Normal Schools, to which Model, or practising Schools, are attached. The Students remain in the Normal Schools about thee years, and thus receive there the greater part of their education, and not their professional training only, as with us. The Students there pay part of the expenses of their training. The Normal Schools are supported chiefly by Parliamentary Grants, but partly by local endowments, etcetera.

The whole amount granted by Government for the support of Normal Schools for 1866, was £74,873. The whole amount expended for their support during the year, was £102,693.

9. *Other Schools and Educational Agencies.*

School of Science and Art at South Kensington.—The premises for this Establishment were, at the instance of the late Prince Consort purchased, and the Buildings, partly erected out of the surplus of the funds of the first Universial Exhibition held in London in 1851. A very extensive Museum has been established, and a School of Science and Art on a large scale, with branch Schools of Design in the principal Cities

and Towns of the Kingdom, to the great improvement of practical Art, and to the extension of a taste for the Fine Arts generally. The Parliamentary Grant made for this purpose, called the "Science and Art Department," amounted in 1865-6 to £161,841.

The Parliamentary Grant for Public Elementary Education, embracing the Normal Schools, but not including the Department of Science and Art, amounted in 1865-6, to the large sum of £693,078.

The number of Schools under inspection in 1866, was 13,586. The number of pupils present at inspection was 1,287,604—increase 41,549.

10. *System of Inspection and Course of Instruction.*

The System of Inspection costs £49,459 per annum. A new System has been introduced within the last three years. It is minute and thorough, and on its results depend the amount of Grant to each School. There are six Standards of attainment prescribed in article 48 of the "Revised Code," as follows:

	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
Reading...	Narrative in monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing....	Form on black board or slate, from dictation, letters, capital and small manuscript.	Copy in manuscript character, a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative slowly dictated once by a few words at a time.
Arithmetic	Name at sight, figures up to 20; add and subtract figures up to 10; orally, from examples on black board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as the short division (inclusive).	A sum in compound rules (money.)	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

The System of Inspection is most efficient and very fair in ascertaining the progress and attainments of Pupils. One object of the Revised Code was, as stated in the Report, "to compel Teachers to attend to their scholars generally, and not mainly to the most clever or regular among them." The Privy Council Committee remark as follows in their Report for 1866: "The general results of the individual examinations under the Revised Code still continue to show too backward a state of instruction. Only 664,005 day scholars were qualified by attendance, (200 times within the year at the same School), and were judged by the Managers to be qualified by attainments for examination at all, (*i. e.*, under any one of the Standards), 803,177 were qualified by age. Only 161,773 were presented, and only 97,364 passed without failure above Standard III., where 264,231 being over 10 years of age ought to have done so, had the first standard been mastered in the seventh year, the second Standard in the eighth, and so on."

11. *Salaries of Teachers in the Elementary Schools.*

Salaries of Teachers.—The Report says: "The Table compiled from Schools inspected, gives £87 3s. ($435.75) as the average receipts of 6,042 certificated Schoolmasters, of whom 3,654 were living rent free besides." The Report further states, that "The minimum of Salary of a certificated Mistress may be set down as a guaranteed receipt of £40 ($200) per annum, with a furnished House, or lodgings."

12. *Present Condition of Education in England.*

Parishes without Schools.—By the same Report of the Committee of Council it appears that "At the end of 1866, of the 14,877 Parishes, or other places, in England separately maintaining their own poor, there were a large number with more, or less, than 5,000 inhabitants in which Schools have not been aided with Annual Grants 'for the promotion of education among the labouring classes.'"

Mr. Joseph Kay, M.A., late Travelling Bachelor of the Cambridge University, published an elaborate work of two Volumes in 1850, on "The Social Condition of the People of England and Europe." At the close of his second Volume, Mr. Kay gives "the following short summary of the present state of primary instruction in England and Wales."

1. It has been calculated that there are, at the present day, in England and Wales, nearly 8,000,000 persons who cannot read and write.

2. Of all the children in England and Wales, between the ages of five and fourteen, more than half are not attending School.

3. Even of the class of Farmers, there are great numbers who cannot read and write.*

13. *Revised Educational Code of Great Britain, 1867.*

NOTE. This Revised Code as given by Doctor Ryerson in his Report contained 151 Sections and is too voluminous to be inserted here, especially as it was, from time to time, subject to alterations. It can, however, be seen in the Appendix to the Journals of the Ontario House of Assembly for 1868.

XVII. GENERAL OBSERVATIONS ON SYSTEMS OF PUBLIC INSTRUCTION IN EUROPE.

1. *Public Provision for Colleges.*

In all the European Countries, however small, whose Systems of Public instruction have been noticed in the preceding pages, special provision has been made at the public expense for the establishment of Colleges, and even Universities, embracing the Faculties of Law, Medicine, Philosophy, and most of them Theology. The Colleges are numerous, whether so designated, or, as in Germany, called Gymnasiums.

2. *Taxation of Property for Elementary Education.*

In all those Countries, with the exception of England and Ireland, (but including Scotland), the Elementary Education of all classes, and especially of the poor, is made a charge upon the Landed and other Property of the Nation. This charge is viewed not as a burden, or charity, but as a debt, as much as any other public charge,—one

*It was not until 1870 that a comprehensive System of Education (by Act of Parliament) was adopted in England. Before doing so Mr. W. E. Forster was supplied with a large amount of information about our School System and some features of it were adopted by him. I saw him personally on the subject.

of the conditions of the tenure of property, and one of the means by which the security and value of property are maintained and promoted. Had this principle been recognized in England and Ireland from the period of the Reformation, as in the Protestant Countries of the Continent of Europe, the lower classes would have been among the best, instead of being the worst educated in Europe, except in some parts of Southern and Central Italy. The Annual Parliamentary Grants for elementary education in the United Kingdom involve a much larger sum than is provided by the Legislature even in France for both elementary and secondary education; but the education for which those Grants provide does not keep pace with the increase of the uneducated classes. Nor do I believe that any material progress in the extension of Elementary Education in England will take place, until the system of local Rates on Property for that purpose is established, for the object of the education of the masses.

3. *Co-operation of Religious Denominations in Education.*

Religious differences need not, and should not, prevent the co-operation of all classes in the one great interest and duty of educating the whole people. No greater religious differences can exist in any Country than those which have been encountered in Holland, in the Prussian Provinces of the Rhine, in Baden in Wurtemburg, in Bavaria, in German Austria, in several Cantons of Switzerland, and I may add in France; yet in each of these Countries the difficulties arising from religious differences have been overcome; all the children receive religious as well as secular instruction to the general satisfaction and mutual amity of all parties, and in all degrees of Education, from the Primary School up to the University; and in no one of these Countries has there been any desire expressed, from any quarter, to repeal the laws which relate to Primary Education.

4. *Practical Schools for Trades and the Arts.*

It is worthy of remark, that the European Systems of Public Education, provide not merely for the Elementary and higher Classical, or Collegiate Education, and for the regular training of Teachers and Professors, but also for practical education in connection with the different pursuits and employments of life. The Universities, to enter which what we call Graduates are alone eligible; in which are the Faculties of Law, Medicine, Theology, and in some Philosophy. Besides these Educational Institutions, there are various more practical Schools, all of which are sequels of the Primary Schools, and require an Entrance Examination of all Canadidates for admission. In nearly all of these Schools French, German, English, and sometimes other Modern Languages are taught; also Natural History, Chemistry, Mineralogy, elements of Natural Philosophy, Mechanics, Geometry, Practical and Descriptive Drawing, History, Book-keeping, etcetera. Among these special Schools, are Industrial Schools, Real Schools, Technical Schools, Commercial Schools, Schools of Arts and Trades, of Agriculture, of Architecture, of Drawing and Painting, of Forests, of Navigation, of high and even Commercial Schools for Girls, Military Schools, etcetera. In most of these Schools the course of instruction is four years; in some of them, six, or seven, years. The Technical Schools are frequented mostly by labouring Mechanics and Tradesmen in the evenings; the Industrial Schools are superior to the Technical, and are next to the Real Schools, from which Students often advance to Polytechnic Schools—the highest order of practical Schools. Professional education on the Continent of Europe implies merely a preparatory education for any of the ordinary occupations of life, and not for the professions of Law, Medicine, etcetera, as with us. There are also different kinds and orders of Normal Schools for the special training of Instructors of all these Schools, Colleges and Universities. It is thus, that in all the Continental Countries of Europe, provision is made by the State for the education of all classes,

from the Pauper to the Prince, and, in the preparatory Studies for all the productive, Mechanical, and Manufacturing employments, and for all the pursuits of Agriculture, Trade, Commerce, Navigation, the fine Arts, Literature, Science and the Professions, which make up the industry, wealth, refinement, and civilization of a nation.

5. *Conditions of Efficiency.*

In reviewing the European Systems of Instruction, it will be observed that there are four conditions essential to the efficiency of their Elementary Schools. (1.) Suitable Buildings, Furniture and Apparatus. (2.) A high standard of qualification for Teachers, and their regular training. (3.) A liberal support of Teachers, and a high *minimum* of Salary, especially as in Holland, some of the Cantons of Switzerland, Baden, Wurtemburg, and some of the Provinces of Prussia. (4.) Thorough inspection of Schools by Inspectors, who are competent and practical Instructors themselves.

6. *True Method of Educating a People—its Effect.*

Nor is it less obvious from the preceding review, that the method of educating a whole people is, not to attempt to do everything for them as in England, but, to enable the people to educate themselves, and to compel those who neglect, or refuse, to attend to this highest national interest and first right of individual humanity.

I think the preceding review also demonstrates, that just in proportion as a Country provides liberally and systematically, for the support of a truly National System of Education, that Country advances in all the elements and characteristics of national prosperity.

XVIII. Compulsory Education.

From the last Report to the Emperor of the French, of His Excellency M. Duruy, Minister of Public Instruction, I make the following extracts:—

1. *Introductory—Reforms Required in France.*

"There is one particular remedy which many persons demand, which many Countries practice, and which it is necessary to examine; it consists in imposing upon primary instruction an obligatory character, not only as to admission to the School, but as to the duration of attendance."

2. *Primary Instruction Compulsory—Hictorical Sketch.*

The system of compulsion in our country is ancient and of noble orgin. In the States of Orleans, in 1560, the article 12 of the character of nobility proceeds: "The raising of a contribution upon Ecclesiastical Benefices for the reasonable support of Teachers and Men of Letters in all the Towns and Villages, for the instruction of the poor children of the Country; and that Fathers and Mothers be required under penalty of fine, to send said children to the School, and that this be compelled by the Nobles and ordinary Judges."

In 1571, the general States of Navarre, on the proposal of Queen Joan of Albret, made Primary Instruction compulsory.

The Kings Louis XIV. and Louis XV., decreed in the declarations of the 15th April, 1695, 13th December, 1698, and 14th May, 1724, that the high Justices should be found to prepare each month a statement of the children who did not attend School, and that the Attorney-General should take proceedings in that respect.

The Convention resolved, 25th December, 1793, that all children throughout the extent of the Republic should be compelled to attend the Schools.

Frederic II prescribed it for Prussia in 1763. "It is our will" he says, "that all our Subjects, Parents, Guardians and Masters, send to School the children for whom they are responsible, both Boys and Girls, from their fifth year, and keep them there regularly until the age of 13 or 14 years."

This Royal Order is revived in the code of 1794, and in the law of 1819, with a severe penalty; namely, warning, fine, even imprisonment, against offending Parents, Guardians, or Masters.

According to the Regulations of the Province of Silesia, School age extends from 5 to 14 years of age, with the same prescriptions. Besides the principle of compulsory instruction is so vigorously applied in Prussia, that the duty of attending school corresponds with the duty of military service. It results, from the official statistics of 1864, that out of 3,090,294 children of age to attend the Primary Schools, 130,437 only did not attend; and of this limited number, there must be deducted all those children who have received instruction in the secondary Schools and at home, and those in regard to whom it was physically or morally impossible to go to School. Thus in the Prussian army, of 100 young Soldiers, 3 only on the average are completely illiterate.

As to the rest of Germany, numerous testimonies show that the Compulsory System has been perfectly accepted by the populations. The following Regulations exist on the subject:—

Austria.—Since 1774, instruction is compulsory, under penalty of fine throughout the whole Empire; but this Regulation is only really observed in the German Provinces of the Empire.

Bavaria.—The school obligation exists in Bavaria, as in Prussia, since the second half of the last century, the offenders incurring imprisonment. Every Bavarian subject accepts the obligation.

Baden.—The obligation has the sanction of a fine, and in case of repetition, of imprisonment. All the children receive instruction.

Wurtemburg.—Instruction is obligatory under penalty of fine and imprisonment until fifteen years of age complete; and every locality composed of 30 families must have a school.*

Kingdom of Saxony.—The obligation exists from 6 to 14 years of age, under pain of fine and imprisonment.

In the first years of the application of the law of June 6th, 1835, the Authorities had to combat with the negligence of Parents in submitting to the forced regime of the Schools. But soon the benefit of a general and punctual attendance at the Schools, and its salutary results convinced even the opposers. The present generation of Parents do not think of keeping their children from School.

Duchy of Nassau.—Instruction since 1817 is obligatory, under pain of fine; but instruction is free, or gratuitous, except for furnishing the School.

Grand Duchy of Hesse.—For each day of absence of the child from School, the Parent is liable to a small fine. In default of payment the total fine is converted into days of labour, for the benefit of the Commune.

Electoral Hesse.—Instruction is obligatory from 6 to 14 years.

Grand Duchy of Mecklenburg.—The same Regulation.

Grand Duchy of Oldenburg.—The same legislation and the same results.

Hanover.—Instruction is obligatory from the age of 6 years.

Grand Duchy of Sax-Coburg-Gotha.—The obligation is found here as in all the Saxes, and dates back 200 years.

* The general diffusion and excellence of primary instruction in Wurtemburg are certainly very remarkable and that which most strikes a stranger. There is not a peasant, or servant girl, of the lowest class, who does not know how to read and to write and to cipher. Besides, education appears as perfect as primary instruction. Nowhere are the laboring classes more respectful, more obliging and more industrious.

Saxe Meiningen.—Instruction is obligatory from 5 to 14 years of age, until confirmation, under penalty of fine and even imprisonment.

Grand Duchy of Weimar-Eisenach.—No child remains deprived of instruction. The obligation exists under penalty of fine and imprisonment.

Duchy of Altenburg.—(The Compulsory System has existed since 1807).

Duchy of Brunswick.—It is the same in the two Duchies with very rare examples of the application of the penalty.

For all Germany, we may say, that obligatory instruction is regulated by the following principles:

Lists of children are prepared by those who keep the Registers of the Civil State, and are remitted to the Teacher that he may be able to attest the absences.

Registers of absence are kept by the Teacher, who remits the list of absentees to the Chairman of the School Commission.

Allowance is made in case of bad and exceptional weather, or on account of great distances, and of harvest.

In Sweden, Norway and Denmark, Parents who do not cause their children to be instructed are equally subject to fine.

Switzerland.—Instruction is obligatory in Switzerland, except in the Cantons of Geneva, Schwitz, Uri and Unterwalden. In the Canton of Zurich, according to the legislation of 1859, the school age extends from five to sixteen years inclusive. In the Canton of Berne, the young soldiers must, as in Germany, give proof that they know how to read, to write a Letter, draw up a Report, do any ordinary question in Arithmetic.

Holland.—In Holland public relief is withdrawn from all indigent families who neglect sending their children to school. This procedure has been adopted in several cities in France.

Italy.—Instruction is free and obligatory, in principle at least, in the Kingdom of Italy, by the law of 1859, under pain of reprimand, fine and imprisonment. The unlettered are declared incapable of the elective franchise.

Portugal.—Negligent Parents are liable, since 1844, to fine and the privation of political rights for five years.

Spain.—Instruction has been declared obligatory by the law of September 9th, 1857, under pain of reprimand and fine.

United States of America.—At the foundation of the New England Colonies, instruction was made strictly obligatory by law, which, its object having been attained, fell into disuse. But the emigration from Europe carried thither new elements upon which it was necessary to operate. A Law of 1850 authorized the Cities and Towns of Massachusetts to adopt measures of compulsion against children who did not attend school. A Law of the 30th of April, 1862, imposes upon all the Towns of Massachusetts the duty of taking measures against vagrancy and non-attendance at school. In Connecticut a law of 1858 denies the electoral right to every citizen who does not know how to read.

UNITED STATES OF AMERICA.

My epitome of Foreign Systems of Public Instruction would be essentially defective, did I not refer to the neighboring States, to whose example and experience we are so much indebted for the establishment and success of our Canadian School System. But I must confine my notice chiefly to four States, with which we have the most intimate and largest connections—Massachusetts, New York, Pennsylvania and Ohio.

XIX. Historical Sketch of Education in the State of Massachusetts.

The System of Public Instruction in Massachusetts commenced with the establishment of Harvard College, and by a public appropriation for its support. In 1636—16 years after the landing of the Pilgrims from the Mayflower, and 6 years after the settlement of Boston, the General Court of the Colony of Massachusetts Bay, passed an Act appropriating £400 towards the establishment of a College. Two years afterwards, in 1638, the Reverend John Harvard left by will to the College the sum of £779, and upwards of 300 Volumes of Books. Again, two years later, in 1640, the General Court granted to the College the proceeds of Charlestown Ferry; and two years later still, in 1642, the Governor, with the Magistrates, Pastors and Elders of the Churches, were empowered to establish Statutes and Regulations for the government of the College; eight years afterwards, in 1650, a Charter was granted, which was protected by an Article in the first Constitution of the State, adopted after the Revolution, in 1780, and which, remains at this day the fundamental Law, or Charter, of the oldest Collegiate Institution in America. In the same year of 1642 the General Court laid the foundation of the general educational instruction, character, and prosperity of the Colony by the following enactments:—

Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas many Parents and Masters are too indulgent and negligent of their duty in this kind:

It is therefore ordered by this Court and the authority thereof, That the selectmen of every Town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbours, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and Apprentices so much learning as may enable them perfectly to read the English Tongue, and knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein; also, that all Masters of families do, once a week, at least catechise their children and Servants in the grounds and principles of Religion, and if any be unable to do so much, that then, at the least, they procure such children, or Apprentices to learn some orthodox Catechism, without book, that they may be able to answer to the questions that shall be propounded to them out of such Catechisms by their Parents, or Masters, or any of the Selectmen, when they shall call them to a trial of what they have learned in this kind, etcetera.

It is therefore ordered by this Court and authority thereof: That every Township of fifty householders, within this jurisdiction, shall appoint one within their Town to teach all such children as shall resort to him, to write and read, whose wages shall be paid, either by the Parents, or Masters of such children, or by the inhabitants in general, by way of supplying.

And it is further ordered: That where any Town shall increase to the number of one hundred families, or Householders, they shall set up a Grammar School, the Masters thereof being able to instruct youths so far as they may be fitted for the University, and if any other Town neglect the performance hereof above one year, then every such Town shall pay five pounds per annum to the next such School till they shall perform this order.

Such was the commencement of Public Instruction in the United States. The first Educational Institution was an endowed College; and the first System of Elementary Education was a *compulsory* one. The Common School education of each child was an original condition of settlement; a fundamental principal of the social compact as between Parents and children, Masters and Apprentices and Servants, under the guardianship of the State; and from this seed-plot have grown and multiplied the Educational Institutions and Systems which now enrich and bless this Continent.

Such was the School System of Massachusetts for 200 years,—a System sustaining Collegiate Education out of public revenue, and providing for Elementary Education,

not by any Public School Fund, or State Tax, but, as in Prussia and Holland still, by the requirements of law in regard to each Township and neighbourhood. No provision was made for a School Fund in Massachusetts until 1834; as late as 1863 the annual amount of that Fund was only $49,044, and the amount apportioned in aid of Schools in 1865-6 was 62,649.

2. *Present School System in Massachusetts, 1868.*

The fundamental principles of the Massachusetts School System remain as established more than two hundred years ago; but in 1837 it was organized into a State System, and, as such, with sundry legal and practical improvements, it is now administered. At the head of it stands:—

The State Board of Education, which was first established in 1837, and its duty is to prescribe the forms of Returns, appoint the Officers of the Normal Schools; collect and diffuse information as to the best methods of promoting and extending Education. The Board presents an Annual Report on the state of the Normal Schools and of Schools generally—to which is appended the Secretary's Report and abstracts of local Reports of School Committees. These Abstracts, (many of them admirable essays on School Education and management), occupy upwards of 300 pages. The Report of the Secretary of the Board, is a Document of great value, on the State of Education, and the best means of improving and extending it. Besides the Secretary, the Board appoints Agents to visit, and lecture, also attending Associations and Institutions of Teachers.

Teachers' Institutes were first organized in 1846. The Sessions are limited to five days. The Secretary of the Board usually attends them.

County Associations of Teachers are also encouraged and an allowance is made to each, provided its sessions be held two days and a half in the interest of Public Schools.

Normal Schools.—The first State Normal School was opened in 1839; two others were opened in 1840; another was opened in 1853. Two of these Normal Schools are for females; and two for both sexes. Tuition is free. Every Candidate admitted must give an assurance of his, or her, purpose to teach in the Public Schools of the State. The Course of Study extends through two years.

High Schools are authorized in all Towns, and are required in all Towns of 500 families. They are to be kept open ten months of the year, and include instruction in the higher branches of English education, together with Latin and Greek, so far as is necessary to prepare pupils for the University. The whole number of High Schools is 141. Number of incorporated Academies, 52. Number of Private Schools and Academies returned, 596.

The law requires that each High School shall be kept open to all the inhabitants for ten months of the year; that provision shall be made for instruction not only in higher branches of English, but also in general History, Book-keeping, Surveying, Geometry, Natural Philosophy, Chemistry, Botany, the Civil Polity of the United States, and the Latin Language.

It is worthy of remark that the High Schools in Massachusetts, (corresponding to our Grammar Schools), are supported by public taxes as well as the Common Schools, and are managed by the same Boards of Trustees, or Committees.

Cities, Towns, School Districts and Schools.—The number of Cities and Towns, (our Townships, and incorporated Villages correspond to their Towns) are 335, and the number of School Districts (our School Sections) are 2,258, and having Graded Schools, and, therefore, more than one School in many of their Districts.

Teachers, and their "Wages."—The number of male Teachers employed in the Public Schools was 1,086; of female Teachers, 4,695; total, 7,598. "Average wages" of male Teachers, (including High School Teachers,) per month was $59 53. "average wages" of female Teachers per month was $24.36. Average length to time the Schools were kept open was 7 months and 19 days.

School Fund.—The amount of State School Fund distributed to the several Schools in 1865-6 was $62,649. The amount of Public School Fund and Legislative Grant distributed in Upper Canada was $165,972. The amount raised by Taxes for the support of Public Schools in Massachusetts including only wages, bonds, fuel, care of fires and School Rooms, was $1,993,177. The total Expenditure for all Common and Grammar School purposes in Upper Canada was $1,450,119.

School Committees.—What we call Trustee Corporations are called Committees in Massachusetts. Formerly these Committees were elected annually; but the School Law in this respect was amended in 1857, and provided that the School Committee should consists of three, or, (in case of large Townships), of a multiple of three. This Committee is invested with plenary powers to arrange, classify and grade the Schools of the Township; to examine and employ Teachers who are furnished with proper Certificates of Qualification. The Law fixes a compensation for the Members, and the Committee may select a Superintendent of Schools, to act as their Agent, and report to them.

School Books are selected by the Committee,—are furnished to the Pupils at cost; cannot be changed without the unanimous consent of the Committee. Poor children are furnished gratuitously with School Books.

School Houses and School Sites.—The Law requires that the several Townships provide School Houses sufficient in number and capacity to accommodate all who have a right to be taught in them. By a recent Law the School Committee may take a piece of land for each School Site, by paying the owner a fair equivalent. Such a Law exists now in Lower Canada and greatly facilitates the proper selection of School Sites.

Attendance and Truancy.—The Law requires that all children between eight and fourteen years of age should attend some Public School in the City, or Town, where they reside for at least twelve weeks of the year. There are also stringent Laws which the Townships are required to enforce, in order to secure attendance of all children at Schools, and prevent youthful vagrancy.

Distribution of the School Fund—Abolition of School Districts.—The Law provides for the distribution of the School Fund to the Public Schools. This distribution of the fund has been made on two conditions:

1. That Schools in the City, or Township, shall have been kept open six months of the year. 2. That such City, or Township shall have raised by Tax, a sum equal to three dollars for each resident child between five and fifteen years of age. In 1866, an Act was passed containing the following important provision.

In the distribution of the income of the School Fund, to the Public Schools of the State, every City and Township containing with all the Laws in force relating to the distribution of the same, shall annually receive seventy-five dollars; and the residue of said moiety shall annually be apportioned among the several Cities and Townships, in proportion to the number of children in each.

By the Law as heretofore existing, the Town, (our Township), could be divided into as many School Districts, (our Sections) as the Council, might determine, and a Committee of three Trustees be elected for each District. A Law was passed many years since authorizing the union of these Districts in both Townships and Cities into one School Corporation. The City of Boston and many Townships availed themselves of this provision, and thus centralized their Township, and City School operations. The Law of 1866 provides, that no City, or Township, retaining the sub-divisions of School Districts (our Sections.) shall receive the Seventy-five dollars from the income of the School Fund after 1869. This is the strongest practical testimony of the longest experience in America, against School Sections and in favour of Township School organizations.*

*This subject was fully discussed at the County School Conventions in this Province in 1866, see page 165 of the Nineteenth Volume of this Documentary History.

3. *The Protection of Children Employed in Manufactories.*

The last Act of the Massachusetts Legislature on this subject, passed in 1866, is so brief, comprehensive and benevolent that I give it entire, as follows—the counterpart of similar humane Factory Acts in the British Isles:—

Sec. 1. No child under the age of ten years shall be employed in any Manufacturing Establishment within this Commonwealth, and no child between the age of ten and fourteen years shall be so employed, unless he has attended some public or private day school under Teachers approved by the School Committee of the place in which such School is kept, at least six months during the year next preceding such employment; nor shall such employment continue unless such child shall attend School at least six months in each and every year.

2. The Owner, Agent, or Superintendent, of any Manufacturing Establishment, who knowingly employs a child in violation of the preceding Section, shall forfeit a sum not exceeding fifty dollars for each offence.

3. No child under the age of fourteen years shall be employed in any Manufacturing Establishment within this Commonwealth more than eight hours in any day.

4. Any Parent, or Guardian, who allows, or consents, to the employment of a child, in violation of the first Section of this Act, shall forfeit a sum not exceeding fifty dollars for each offence.

5. The Governor, with the advice and consent of the Council, may, at his discretion, instruct the Constable of the Commonwealth and his deputies to enforce the provisions of this, and all other Laws regulating the employment of children in Manufacturing Establishments, and to prosecute all violators of the same.

XX. Historical Sketch of Education in the State of Connecticut.

The settlement of Connecticut commenced in 1633,—three years after that of Boston,—and emanated from it. In its first Towns and future ultimate Capitals of Hartford and New Haven, the Public School was one of the earliest subjects of Municipal Legislation. And eleven years afterwards, the Commonwealth of Connecticut, in adopting the Code of 1650, provided for the maintenance of Schools by Townships identically with Massachusetts, and under the Acts, which remained on the Statute Book for 200 years. Even at that early period, Connecticut legislated on the subject of Collegiate, as well as of Primary, Education; adopted Harvard College, and provided to assist in its support, by adopting in the Chapter on Schools of its Code of Laws, the recommendation to "every family" to "give yearly the fourth part of a bushel of corn, or something equivalent thereto, for the advancement of learning by the College at Cambridge," a contribution which was continued for 50 years, until ten of the principal Ministers, in 1700, brought each a number of Books to found a College—now Yale College.

One hundred and sixty-seven years ago, in 1701, the Connecticut System of Public Instruction was so far matured as to embrace the following particulars:—

"1. An obligation on every Parent and Guardian of children not to leave a single child, or Apprentice unable to read the holy Word of God, and the good laws of the Colony; and also to bring them up in some lawful calling, or employment, 'under penalty for each offence.'

2. A tax of forty shillings on every thousand pounds of the lists of Estates was collected in every Town with the Annual State tax, and payable proportionally to those Towns only which should establish their Schools according to law.

3. A Common School in every Town, (Township,) having over seventy families, kept for at least six months in the year.

4. A Grammar School in each of the four head County Towns, to fit youth for College.

5. A College towards which the General Court made an annual appropriation of £120.

State School Fund.—In 1795, Connecticut laid the foundation of its State School Fund, by devoting for Common School purposes the Income of the proceeds of a portion of public lands ceded to it in Ohio. The Capital of the School Fund is now $2,050,460; the Annual Income $131,997. There is also a "Town Deposit School Fund," the

capital of which is $763,661, and the Annual Income $45,819. Altogether this is the largest School Fund of any Country in the world, in proportion to the population, which, in 1860, was only $410,147—scarcely one-third that of Ontario.

The Colonial Charter which the first Settlers of Connecticut obtained from the British Crown, formed the basis of its Government until 1818, when the present State Constitution was adopted, the eighth Article of which protects both Yale College and the School Fund.

2. *Present Condition of Education in the State.*

In 1855, the following amendment of the Constitution was adopted—an amendment worthy of being written in letters of gold:

"Every person shall be able to read any article of the Constitution, or any Section of the Statutes of this State, before being admitted as an Elector."

Besides Primary, and High Schools and Academic there are in Connecticut. 1 State Normal School, State Reform School, an Institution for the Deaf and Dumb, (the parent Institution of the kind in America), three Universities, one of which is Yale, the only University then in the United States whose Degrees are recognized by Oxford and Cambridge Universities in England.

The amount appropriated from the School Fund for the support of the Public Schools is $178,311; the amount provided by local taxation and fees for the same purposes is $259,544. In regard to the condition of the Schools and duty of perfecting the School System so as to secure universal education, the State Superintendent, in his Report presented in 1865, remarks:—

It has been my privilege to visit Schools in most of the States, from Maine to Missouri, and from Canada to Carolina, and in the course of Official duties, I have visited more than a thousand Schools in Connecticut. While there are Schools in some of our sister States and in Canada which seem as nearly perfect in arrangement, control, and instruction, as any human Institution can be, it may be said with truth, that there are Schools in this State which will not suffer in comparison with any elsewhere. But this is not universal, or general. With all the excellencies of which we may boast, there are defects in organization, in plan and execution. It is hoped that there will be, on the part of the people, promptitude and intelligent action to remedy the defects, remove the imperfections, and secure all the appliances necessary for successful universal education.

An important provision to secure proper School House accommodation.—The School Law provided that "no District (School Section) shall be entitled to receive any money from the School Fund of the State unless such District, (Section), shall be supplied with a School House, and out-buildings pertaining thereto, which shall be satisfactory to the Board of School Visitors.

XXI. Common School System of the State of New York.

The population of New York State is nearly three times that of Ontario. There are two State Normal Schools, largely attended; there are School Libraries, the School Trustees are elected and now hold office as in Ontario; the Schools are now made Free to all residents from 5 to 21 years of age throughout the State. No Teacher can be employed who is within two degrees of relationship to any Trustee, without the consent of the majority of the Ratepayers.

Financial.—The School Moneys apportioned by the State Superintendent, are derived from three sources, and in 1864-5 amounted to the following sums. These sums were provided from various local sources: By local tax rate in Cities, $1,993,479; by

local tax in rural Districts, $674,599; by Rate Bills in rural districts, (before the Schools were made Free,—they being free in Cities long since), $429,892; total from local sources, $3,097,971, which, with $1,445,749 apportioned by the State Superintendent, makes a grand total of $4,543,720 for Common School purposes.

The State Superintendent is elected for three years by joint ballot of the Senate and Assembly. His powers are great and various; his decisions have the force of a court of law, and are final, and enforced by fines against all parties that resist them.

District Commissioners correspond to Local County Superintendents with us, but with greater powers. They are elected trienially by popular vote in each of the County Assembly districts in the State. His duties are similar to those of our County Superintendents. He has supervision not only of instruction and discipline in the Schools, but also of the Buildings, etcetera, and in concurrence with the Town Supervisors may condemn a School House, the School in which is cut off from all share in the School Fund during the continuance of the sentence. But a Commissioner is liable to be removed from office by the State Superintendent for being concerned in any agency in aid of Booksellers, or Publishers.

A very large number of School Houses have, by their direction of the Commissioners and Supervisors, been repaired, and provided, as they never were before, with proper fuel, pails, brooms, and other things necessary to keep them clean, and render them reasonably comfortable for use. It is gratifying to report these improvements, in view of their influence upon the comfort, morals and memories of the Pupils.

2. *Higher and Other Institutions.*

There are 20 Colleges in the State, 226 Academies, 5 Law Schools, 11 Medical Schools, 1 Military Academy, 1 Institution for Deaf and Dumb, and 1 Institution for the Blind, besides other Benevolent Institutions. Not only the Public Schools, and the Schools of all Institutions sharing in State Grants for educational purposes, but the Deaf and Dumb and Blind Asylums, the Houses of Refuge, Reformatory Schools, etcetera, are under the supervision of the Superintendent of Public Instruction.

XXII. Common School System of the State of Pennsylvania.

The foundation of the present System of Common School Education was laid by an Act passed in 1834, but the general Act then passed has undergone various amendments, especially in 1854, until 1866-7. The law was made obligatory in 1849,—the great majority having previously accepted it by popular vote. The present School System in Pennsylvania seems more comprehensive and more thoroughly matured than that of New York, although popular education is less advanced.

The State Superintendent of Common School is appointed by the Executive, with the advice of the Senate, and is invested with large powers. He is required to visit the Normal Schools and attend Teachers' Institutes.

Normal Schools.—The State is divided into twelve Normal School Districts. Each District must provide the Premises and Buildings of its own Normal Schools, for the training of Teachers in such District, and must be under the direction of a Board of Trustees who are to report to the State Superintendent. Although to each Normal School shall be one or more Model Schools, with not less than 100 pupils, in order to afford the Students an opportunity, of acquiring a practical knowledge of the art of teaching. Each Normal School is to have six Professors, one on the theory and practice of teaching; and the Principal, in whom is invested the discipline and government of the Institution. The State appropriates from five to ten thousand dollars per annum to each to assist in defraying current expenses. Four of these State Normal Schools

are in operation, to the support of which the State has appropriated sixty-nine thousand dollars from 1861 to 1867. There are also some 20 private Normal Schools in the State, attended by some two thousand Students for a longer or shorter period.

County Superintendents are appointed for a period of three years by the School Directors, or Trustees of Townships, who meet in a Convention once in three years "to appoint a person of literary and scientific acquirements and of skill and experience in teaching who is to be the County Superintendent. The State Superintendent speaks in the strongest terms of the superior economy and efficiency of the office of County Superintendent over that of Township Superintendent.

School Districts and Directors.—A legal School District in Pennsylvania is not a small portion of a Township, as in the State of New York, and as heretofore in Upper Canada, but it is a Township, borough, or City, not divided into wards. It has corporate powers through an elective Board of six Directors,—what we should call a Township Board of School Trustees—who "are required to have a sufficient number of Common Schools of different grades for the education of all children in the District between six and twenty-one years of age, who may apply for admission, in the following branches, videlicet:—Orthography, Reading, Writing, Arithmetic, Geography, Grammar, and such other branches as the Directors may authorize; but the County Superintendent is to see that the branches named are taught." The School Directors have ample powers to levy and collect School Taxes and for all School purposes, and are authorized to take ground for School Sites, against the will of the Owner, by paying him the fairly estimated value of it. A provision which the State Superintendent represents as most beneficial in its operations. This provision of the law also exists in Lower Canada.

The Text Books are selected jointly by the Directors and Teachers in each District, and may differ in each District, and even in each School, although the Law speaks of "uniformity in Text Books as essential to successful teaching."

School Moneys.—Total State expenditure for Common School purposes in 1867, was $3,972,285. To which must be added for "cost of purchasing, renting, building and repairing School Houses, $985,152.

Teachers.—The Teachers are "hired" by the month in Pennsylvania and most other States, and are, therefore, paid only during the months that the Schools are kept open. The State Superintendent says:—"The qualifications of the Teachers of the State are still much below what they ought to be."

Schools.—The State Superintendent remarks—"The average length of time during which the Schools of the State are kept open is five months and sixteen and three-fourth days. In a large number of Districts the School Term is only four months. Such short Terms do injustice to the children of the State, and render it entirely impossible to secure well qualified Teachers."

2. *Other Institutions.*

There are 37 chartered University Colleges in the State of Pennsylvania. They report in the aggregate 112 Professors and Tutors; 2,120 Student-pupils. Thirty-two Academies reported having 190 Instructors, and 4,414 Pupils. Only eleven High Schools reported, being a very small proportion of those in the State, since there are 2,147 Graded Schools, and every System of Graded Schools must, in some sense, have High Schools.

3. *General Remarks on the Pennsylvania School System.*

There are three provisions of the present Pennsylvania School System which are an immense improvement upon anything which has preceded them: namely. The appointment of the State Superintendent by the Executive, with the advice of the Sen-

ate, the appointment of County Superintendents, in place of Town Superintendents, by the Township Directors or Trustees heretofore, and the organization of each Township in one School Corporation with an elective Board of Directors, or Trustees, instead of the former system of School Districts, or School Sections.

XXIII. The Common School System of the State of Ohio.

The Common School System of Ohio is a noble monument of State liberality; is partly an offshoot of the New York and Pennsylvania School System; is somewhat complicated. In its progress of it does not appear equal to the expenditure incurred in its establishment and support.

Districts, Sub-Districts, School Directors.—Every Township, as in Pennsylvania and Massachusetts, constitutes a School District; but, in addition, each Township is divided into sub-districts, as Townships in Ontario are divided into School Sections. Each City and each incorporated Village forms a separate School District.

Each sub-district elects three School Directors, corresponding to our three Trustees, but with subordinate powers, managing the School of their District under the regulations of the Township Board, employing and dismissing the Teachers, providing House, fuel, and making all other provision for the convenience of their School, etcetera.

The Township Board of Education is a corporate Body, holding all the School property of the Township, providing Buildings for the High School and Coloured Schools of the Township, employing and dismissing the Teachers, making Rules for the government of all the Schools of the Township, prescribing and altering the limits of the sub-districts. The School in every sub-district shall be of the grade prescribed by the Township Board, which also prescribes the Studies, Text-books, and makes the Rules for using and preserving the Libraries, reports annually to the County Auditor the number of children in the Township between 5 and 21, number and grade of Schools, number and pay of Teachers, number and condition of Libraries, kinds of School Books, expenditures, etcetera. Each Teacher reports to the Township Board the number of children admitted, average attendance, studies and Text Books, and such other information as may be directed by the State Superintendent, called "State Commissioner of Common Schools."

The County Auditor is a sort of Paymaster and Accountant for the County, to whom reports are made by the Township Clerks, and who prepares and transmits them to the State Superintendent, with his own remarks on the state of the Schools, Libraries, and School Houses in the several Townships in his County.

County Boards of Examiners.—In each County, a Board of three Examiners is appointed, by the Judge of Probate, to hold office for two years, any two of whom have power to examine and give Certificates of Qualifications to Teachers. Each Applicant for a Certificate pays a fee of fifty cents as a pre-requisite to examination; and the Certificate is valid only in that County, and for two years, and may be revoked at any time for cause. Most of the Cities and other School Districts, have each a local Board of Examiners. The fees of applicants for Certificates constitute a fund towards defraying the expenses of Teachers' Institutes.

State Board of Examiners.—A State Board of Examiners, consisting of three gentlemen, distinguished for their learning and experience as Instructors, is appointed by the State Commissioner. This Board examines and grants Certificates to Teachers of eminent experience and ability. These Certificates are valid during the life-time of each Holder, unless revoked. The Examiners themselves hold State Certificates. The State Commissioner, in his Report for 1866 says: "The lists comprise the names of many of the most distinguished Teachers in Ohio—men and women who, before applying for

the State Diploma, had already honoured their profession, and whose qualifications had already been tested by many years of successful labour."

The State Commissioner of Schools stands at the head of the System, and has the care and oversight of the School Funds, Superintendents' Institutes, etcetera, and makes an Annual Report to the Legislature.

2. *Other Educational Institutions.*

In the State Commissioner's Report for 1866, the following Institutions reported, besides the Common Schools, namely: 19 University Colleges, with 137 Professors and Tutors, 4,740 Students, and 220 Graduates for the year.

Female Seminaries, 24, with 252 regular Professors and Teachers, 3,890 Students, 185 graduated during the year.

Normal Schools and Academies, 29, with 166 regular Teachers and 6,868 Students.

Commercial Colleges, 9; Teachers, 58; Students, 2,622.

Private Schools reported, 649; Teachers employed in them, 838; Pupils enrolled, 24,382. High Schools, 141; Pupils, 9,582; Teachers, 294.

The Institutions for the Deaf and Dumb and Blind at Columbus—which I visited in the Autumn of 1866, would be an honour and blessing to any Country.

3. *Common School Statistics.*

Volumes in Libraries, 382,641; value of School Apparatus, $139,351.

Number of Teachers employed, 21,234; of whom 7,481 are males, and 13,753 are females. *Number of Common Schools*, 11,413.

Average time of keeping open the Common Schools, 27 weeks, 2 days; High Schools, 35 weeks.

School Moneys.—Receipts from School Fund, $216,339; from State tax $1,413,-414; from Township and separate District tax, $2,029,677; from fines, licenses, etcetera, $111,190; grand total of moneys raised for School purposes during the year, $3,770,620.

Expenditures.—For payment of Teachers, $2,869,606; for sites, buildings and repairs, $480,116; for fuel and other contingent expenses, $495,247; grand total of expenditures, $3,836,970.

It will be observed that there is no expenditure for *Libraries*. These were originally provided by the State, selected by the State Commissioner, and distributed *pro rata* to the several Townships throughout the State, without any action on their part. The system has proved unsatisfactory, as people place little value on Library Books in which they have no part in selecting, or procuring.

The State Commissioner, in his Report, says:—In the sub-districts, we have a School House and a Teacher, and the Schools are in session six months of the year. In the separate districts, comfortable School Houses are in sight of the Houses of the Pupils; and there is a School Officer to every one hundred and fifty-two, a Teacher to every hundred and nine of the enumerated youth, and the Schools are in session, on an aver age, eight months and a half each year.

The truth is, that so far as mere privileges are concerned, our School System is fully competent to give to every Boy and Girl in the State, an adequate knowledge of the six legal branches of an education; and liberal provisions are made for those who make proper exertions to acquire a knowledge of the higher branches.

4. *Reasons for Unsatisfactory Results.—The Remedies.*

Why, then, are the results accomplished every year so unsatisfactory? The answer is patent to every one who has examined our own and other School Systems. We expend nearly all our School revenues, and direct nearly all our energies merely

to provide School privileges; while literally nothing is done, except by voluntary effort, to cause the youth of the State to avail themselves of the privileges offered. Our School System is destitute, not only of all agencies, the special objects of which are to induce school going, but also of nearly all appliances, to render the instruction and discipline of the Schools more valuable to the Pupils that attend.

For some years after the passage of the General School Law in 1853, a spirit of school rivalism pervaded the country districts. The divisions of Townships into sub-districts, the building of new School Houses, the distribution of Books and Apparatus, the efforts of Examiners to raise the standard of Teachers' qualifications, and the unusual activity and zeal of the friends of the new School Law, arrested public attention, and awakened the educational spirit of the people. But subsequent events, and the present condition of the sub-district Schools justify the assertion, that none of the results hoped for have been realized, except in a very few localities. No competent agency or system of agencies has been created by which the efficiency of the country Schools may be increased, or the educational spirit of the people may be awakened and sustained. The Country Schools are certainly no more efficient to-day than they were ten years ago, whether we consider the character of the Teachers, the modes of instruction and discipline, or the percentage of school attendance.

What feasible means, then, may be adopted to secure better teaching in sub-district Schools, and to inspire the Boys and Girls of our Farmers with truer motives and higher aims in the School work? The answer given to this enquiry, by both reason and successful example, is supervision and gradation. Supervision over all the Schools, and gradation wherever the population is sufficiently dense to admit it. The gradation of the sub-district Schools can be accomplished only by the dissemination, among the people and local School Officers, of rational views of School organizations, by convincing those directly interested in the conduct of these Schools, that by gradation greater efficiency and economy will be secured.

5. *School Houses, Libraries and Schools.*

Under this head, are reports from the Auditors of the 84 Counties of the State. The Teachers of each Township report to their Township Board of Education, and the Board of each Township reports to the County Auditor, who, from these Reports compiles a Report on the condition of the School Houses, Libraries and Schools of the several Townships of this County, and transmits them to the State Commissioner of Common Schools.

According to these Reports, many new School Houses have recently been erected and are in the course of erection, and the condition of the School Houses is manifestly improving, though a large proportion of them in the rural districts are anything but convenient and comfortable.

About twelve years ago the Legislature made a liberal appropriation of, I think, some Three hundred thousand dollars for School Libraries in Townships. The Books were to be selected and purchased by the State Commissioner, and distributed according to population to the several Townships. The same Books were selected for each Township. In the absence of local choice and action in procuring these Libraries, they seem, as a general rule, to have been unsuccessful, and are now for the most part considered out of date and useless.

These facts show how useless is the largest liberality on the part of the Legislature in School matters without local co-operation, and especially in regard to Books, which are never valued in Townships, or neighbourhoods, unless sought for and, partially at least, procured by the inhabitants themselves.

The condition of the Schools in many Counties is represented as improving, encouraging and satisfactory, and the character and qualifications of Teachers as improving; but in others, it is not so.

6. *Township Boards Recommended.*

The State Commissioner, in his Report says:—Previous to the adoption of the School Code now in force, most of the leading advocates of the new Law were anxious to adopt what was commonly known as the Township system, whereby each Township would be constituted a School District proper, while others were of the opinion that the old independent sub-district system should be continued. The result was a compromise, and the adoption of the present law having the distinctive features of both systems, and, at the same time, having the proper advantages of neither and possessing many of the weaknesses of both. Although the present law is infinitely better than the old one, yet the blending of the Township system with the Sub-district (or School Section) System has proved cumbersome, complicated and detrimental to the School interests of the Country Districts.

XXIV. Education in the State of Indiana.

There is a State Board of Education, consisting of the Governor, Secretary of State, State Treasurer and Auditor, the Attorney-General and the State Superintendent of Public Instruction, who meet annually for conference, discussion and the determination of questions arising under the School Law. There is in each Township a Trustee, who has the general custody and management of the School property and lands, and a limited power to levy taxes for building School Houses. The inhabitants of each School District elect for a year a School Director, who takes care of the School House, provides fuel, employs the Teachers and reports to the Trustees. Common Schools must be organized as a State institution, and, as to tuition, supported wholly by State Funds. No District, no Township, no Town, no City, no County, can levy and collect Taxes from the people for the support of Schools. Townships, Towns and Cities may levy Taxes for the construction and repair of School Houses, and for the providing of Furniture and Fuel therefor, and for the purchase of Sites, but the State alone can levy taxes for the payment of Teachers. The Schools in each Township are to be taught an equal length of time, without regard to the diversity in the number of Pupils therein, or to the wealth of the Township. Negroes and Mulattoes have none of the benefits of this Act.

The School Fund is made up of all the funds appropriated to Common Schools, the surplus revenue, Soldier, Bank, Tax, and Seminary Funds, all Fines, Forfeitures, and Escheats; all Grants of land not otherwise specially devoted; the net proceeds of the swamp lands; unclaimed fees, and of all taxes specially laid therefor. The Income of the Fund is apportioned to the several Counties of the State. The School Fund is estimated at $7,778,356, of which $4,286,110, is unproductive, and the residue yields seven per cent. per annum.

XXV. Education in the State of Illinois.

There is a State Superintendent of Public Instruction, who has the general and supervisory agency of the Common School System. Each County chooses a School Commissioner, whose duty it is to visit the Schools, examine the Teachers and grant Certificates. Each Town elects a Trustee, a Collector Treasurer, and Librarian. Every District elects three Directors, who have the sole control and management of District affairs, with power to levy Taxes for building School Houses.

Every District is required to maintain a School six months in a year to entitle it to its share in the distribution of the public money. Total School Fund is $4,973,042.

XXVI. Education in the State of Michigan.

Every organized Township must be divided into School Districts.

Each District at the first Meeting, elects a Moderator for three years.

The District is a Body Corporate, and has power to designate a Site for a School House, and may vote Taxes to pay for the same, and to build a School House and keep it in repair, and may also vote $20 a year for the purchase of Books of Reference, Apparatus, etcetera.

The Moderator, Director and Assessor form a District Board, that has the care and custody of the School House and property; that hires the Teacher, and has immediate management and control of School affairs.

Each Township elects two Inspectors, who, with the Township Clerk, form a Board of Inspectors, whose duty it is to divide the Township into Districts, to examine and license Teachers, and to visit and supervise the Schools.

There is a State Superintendent of Public Instruction, who has general supervision of the Public Schools, and he and three other elected persons form a State Board of Education.

The Director of each District annually makes a report of the condition of the Schools, to the Township Clerk, who makes an abstract of the District Reports for the County Clerk, who makes copies of them for the State Superintendent.

The Constitution directs that all fines assessed and collected in the Townships and Counties shall be applied to the establishment of a Township Library.

A School Fund is created, consisting of all lands granted by Congress, or the State, or given by deed, or devise for School purposes, and of all lands that escheat to the State for want of heirs.

Funds are also created for the support of a University, in which tuition is free, and for a Normal School."

The educational funds of the State were reported in 1865 to be—

Primary School Fund	£2,040,085
University Fund	535,412
Normal School Fund	65,876
Total	$2,641,373

XXVII. Education in the State of Wisconsin.

There is a State Superintendent of Public Instruction, who has the general supervision of Common Schools. He is required to visit the several Counties of the State, and advise with Teachers and School Officers; to recommend Text Books and advise as to the selection of Books for School Libraries; to examine and determine Appeals; to apportion the School Moneys among the Counties, and to report annually to the Legislature.

The legal voters in a District have power to choose a Director, Treasurer and Clerk; to designate a School Site; to vote taxes for the purchase of Sites; for building, or leasing, School Houses; for the payment of Teachers' wages; for the purchase of Books for a Library, and of Maps, Globes and Apparatus.

The Director, Treasurer and Clerk constitute a District Board. The Clerk hires the Teacher, with the approval of the Director and Treasurer, and draws Warrants on the Treasurer, countersigned by the Director, for all moneys due for Teachers' wages.

In every District School there must be taught the English Language, Orthography, Reading, Writing, English Grammar, Geography and Arithmetic.

The District Clerk every year makes a statistical Report to the Town Clerk, who in his turn reports to the County School Superintendent, who compiles an abstract of the Town Reports for the State Superintendent of Schools.

Every District is required to keep a School for three months to entitle it to any share in the distribution of the public money.

A County Superintendent is elected, whose duty it is to examine and license Teachers, to visit and inspect the Schools, to organize and conduct Teachers' Institutes and Associations, and to report annually to the State Superintendent.

The Board of supervisors of every County are required every year to cause to be collected in every Town and Ward, by Tax, an amount of money for the support of Schools not less than half the amount apportioned to such Town and Ward the previous year by the State Superintendent, and unless this is done no public money is to be apportioned to the delinquent County for the current year.

The School Fund in 1864, amounted to $2,118,423.56.

The State has also established a Normal School Fund, estimated at $1,128,246, of which $594,581.87, is productive. This fund and the Normal Schools are placed under charge of a Board of Regents of Normal Schools.

XXVIII. Education in the State of Iowa.

Every civil Township is a School District, and is divided by the Trustees into Sub-districts. Each District holds an Annual Meeting, and decides upon the purchase and sale of Sites and School Houses, upon the branches to be taught in the Schools, and may vote a Tax, for School purposes.

The Sub-districts hold Annual Meetings and choose Officers called Sub-directors, who constitute a Board of Directors for the District, with corporate powers, and who have the power fix the Sites of School Houses and to establish Schools. They estimate the amount of money necessary to keep School in the District for the legal term of twenty-four weeks, and certify the amount to the Board of Supervisors. The Board of Supervisors cause such Taxes to be levied and collected. Each Sub-director has charge of his Sub-district, hires the Teacher, and makes all contracts for fuel, furniture, etcetera, subject to the approval of the Board; and he is required to report to the Board.

There is a County Superintendent elected for two years, whose duty it is to examine and license Teachers, visit and supervise Schools, to receive the Reports from the Districts, and make and report to the Superintendent of Public Instruction an abstract of them.

The School month consists of four weeks, and the School year of twenty-four weeks.

The Auditor of the State apportions the Income of the School Fund to the Counties.

The Superintendent of Public Instruction is charged with the general supervision of all the County Superintendents, and all the Common Schools of the State; he decides appeals from the decisions of the County Superintendents, and reports annually to the Legislature.

All Land granted by the United States for Schools, the 500,000 acres granted by Congress to new States, all escheats, the percentage on sales of land in the State, money paid for exemption from military duty, and fines for breach of penal laws, are devoted to the support of Common Schools and constitute the School Fund. The fund in 1857 amunted to $2,030,544, and the unsold lands to 619,940 acres.

XXIX. Education in the State of Minnesota.

The Towns and Sub-districts, as divided by the County Commissioners, are declared to be corporate Bodies, with power to elect a Director, Treasurer and Clerk, who are the Trustees of the District. The Director has immediate charge of the Schools. The Treasurer receives and pays out all School moneys. The Clerk records the proceedings of district meetings and of the Board, and makes annually to the County Auditor a Report.

The Districts have power to vote money for the support of Schools, and the Clerk certifies the amount voted to the County Auditor, who assesses and levies it upon the real and personal property of the District.

The County Commissioners appoint annually a man in each County to examine and license Teachers, and visit the Schools. They are also required each year to levy a tax for the support of Schools.

The several Districts of the State are entitled to their share of the public money on the condition of making their Annual Report, no time being limited during which School shall be kept.

The Secretary of State is *ex-officio* Superintendent of Public Instruction, and makes the apportionment of the Income of the School Fund. The County Commissioners (Supervisors) are authorized to appoint at their discretion a County Superintendent, with power to examine and license Teachers, to organize and conduct Institutes and Teachers' Associations, and to have generally the supervision of the Schools; to receive the District Reports and make an abstract of the same for the State Superintendent.

One-eighteenth part of all the public lands in the State, amounting in all to about 2,800,000 acres, were granted to the State by Congress for the support of Common Schools.

XXX. Education in the State of Kansas.

Supervision is provided, first, by the election of a State Superintendent of Public Instruction for two years, and a County Superintendent for the same term.

The State Superintendent is required to visit each County at least once a year; to file and keep all reports made to him; to recommend Text Books for the use of Schools; to apportion the public money among the several Counties, and to make an annual report to the Legislature.

The County Superintendent divides the County into Districts, apportions the School money to them, visits the Schools, examines and licenses Teachers, and reports annually to the State Superintendent.

Each District elects yearly a Director, Clerk, and Treasurer, who constitute a District Board. The Board has power to purchase School Sites, hire Teachers, and have the control and management of the Schools and School property. The Clerk of each District makes the annual statistical Report to the County Superintendent.

The male and female inhabitants of the District are allowed to vote at District Meetings, and they have power to vote taxes for the payment of Teachers' wages, for the purchase of Sites and building of School Houses, and the purchase of Black-boards and Apparatus for the Schools.

The School Fund consists of the public lands granted by Congress for the support of Schools. The estates of persons dying without heirs or will are also to be added to the fund. The School Land amounts to 2,844,444 acres.

XXXI. Education in the State of California.

The Constitution of the State provides for the election of a Superintendent of Public Instruction. It also requires the Legislature to provide a System of Common Schools, by which a School shall be kept in each District for three months in the year.

The Legislature has created a Board of Education, composed of the Governor, the Superintendent of Public Instruction, etcetera.

The Board have power to adopt a Course of Study for the Public Schools; to prescribe a list of Books suitable for District Libraries, to grant Life Diplomas to Teachers, to prescribe Regulations for the examination of Teachers, and to adopt uniform Text-books.

The Superintendent visits and superintends the Schools and Educational Institutions of the State, apportions the public money to the Districts, Cities and Counties, and makes to the Legislature, biennially, a report upon the condition of the Schools and the administration of the School System.

XXXII. Education in the State of Oregon.

The organic law of Oregon provides that the Governor of the State shall act as Superintendent of Public Instruction. Together with the Secretary of State and the Treasurer, he is one of a Board of Commissioners for the sale of School and University lands, and the investments of funds derived therefrom.

The County Superintendent shall be elected for a term of two years. He has power to fix the boundaries of Districts, to collect or cause to be collected the moneys due to his County for School purposes, and apportion the result among the Districts in his charge. Certificates to teach shall be granted by him, and he has power to fix the grade of Teachers. The School Lands are supervised by him, and it is made his duty to visit the Schools once in six months.

Districts are organized by the meeting of six or more electors, under whose management the Schools are placed. No Teacher may be employed who has not a Certificate, which in certain cases may be granted by the Governor. The District Clerk shall keep the accounts of the District. School must be kept six hours and half daily. The Law provides for Registers of progress of Scholars.

The proceeds of all lands and bequests which shall shall be granted to the State for educational purposes shall be forever kept for that purpose, in addition to all money accruing to the State from escheat, or forfeiture. The five hundred thousand acres which were granted to this State by Congress are devoted to School uses, and the five per cent. of the net proceeds of the sales of the public lands. These sources shall together make a consolidated fund, irreducible and separate, to be appropriated for the use of the Common Schools. The County Court, in addition, shall levy a tax of two mills on the dollar, yearly, to be collected at the same time and in the same way as other taxes. Districts have power to tax for School purposes also.

XXXIII. Education in the State of Nevada.

The State of Nevada has made very liberal provisions for the education of the children of its community. Two sections of Land are reserved in each Township for the use of the Schools, besides the revenue derived from various taxes and privileges belonging to the State. These are reinforced by taxes levied for this direct purpose, and the County is also empowered to provide in the same manner.

School Funds of the Several States as Late as January 1, 1859.

Alabama	$1,425,933	Maine	149,085
Arkansas	None.	Maryland	181,167
California	739,487	Massachusetts	1,522,898
Connecticut	2,044,672	Michigan	1,384,288
Delaware	440,506	Minnesota	Lands.
Florida	None.	Mississippi	.....
Georgia	440,900	Missouri	595 668
Illinois	4,109,476	New Hampshire	None.
Indiana	4,912,012	Nevada	Lands.
Iowa	1,000,000	New Jersey	437,754
Kentucky	1,455,332	New York	6,775,889
Louisiana	1,036,500	North Carolina	2,181,850

Ohio	2,500,000	Vermont	None.
Oregon	Lands.	Virginia	1,677,652
Pennsylvania	None.	Wisconsin	2,358,791
Rhode Island	299,436		
South Carolina	None.	Total, January 1, 1849	$21,420,275
Tennessee	584,060	Total January 1, 1859	40,445,356
Texas	2,192,000		

Remarks on the United States Systems of Public Instruction.

1. *General Excellence of the City and Town Schools.*

In the foregoing epitome of the Systems and state of Popular Instruction in several neighbouring States, I have said little of what has been done, or is doing in Cities and Towns. The reason is that the Schools are organized in the Cities and Towns, for the most part by special Acts, and not under the general School Laws of the States. Taken as a whole, I do not think, from my best observations and enquiries, that there is any Country in the world in whose Cities and Towns, (except Leipsie in Saxony,) the Systems of Education are so complete and efficient as in the neighbouring States, especially in Boston, Providence, New York, Philadelphia, etcetera. There is one Board in each City charged with the education of a large population, from the Primary schools up to the highest English and Scientific Schools, and Classical, preparatory to the University, and to the Professions, and to foreign Commerce. In each of these Cities, and in each of many of the Towns, there is but one set of Regulations, and one series of School Text-books; there are Classical Schools and Teachers, and some of the Cities have their own Normal Schools for the training of their own Teachers, with Libraries, etcetera. In the style, arrangements and furniture of their School Buildings, in the character and Salaries of their Teachers, and in every provision for the education of all classes of citizens, there is a manifest earnestness, an intelligence, and princely liberality truly admirable and patriotic. Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances, grandeur of the establishments and Systems of Education in the Cities, and in not a few Towns of our American neighbours. And where there are private and select Schools and Seminaries in those Cities and Towns, they have to be conducted in the most efficient manner possible in order to maintain an existence in competition with the excellent Public Schools.

2. *The Citizen's Recognized Right to Education.*

There is another educational feature common to all the neighbouring States, and worthy of the highest respect and admiration: it is the recognition of the right of every citizen to the means of a good education, and the obligations of the State to provide for it. This is an article in the Constitution of several of the States, and is recognized by a liberal provision in setting apart the proceeds of the sales of one-sixth, or seventh, of their Public Lands to form a School Fund for universal education. This has been followed up by School Laws, framed in the same spirit and with the same design; very large sums of money have been raised and expended, and a net-work of Schools has been spread over the land.

3. *Inadequate Results from American Country Schools.*

But here, in most of the States, the work has begun to halt, and the patriotic objects of its projectors have been disappointed. The State has acknowledged, and nobly endeavoured to redeem, its obligation to provide an education for its every child;

but it has not provided that every child should qualify himself by such an education for citizenship. It has placed the right of the Parent, or Guardian, and of the Employer, or Master, to perpetuate ignorance, above the right of the child to be educated. It has made universal suffrage the lever to lift the masses to Universal Education and intelligence, in the absence of the requisite Educational power to move that lever. Nor is there any adequate provision to secure the operations of a School in a single neighbourhood, much less to secure properly qualified Teachers where Schools are established. The result is, that when you leave the Cities and large Towns, and go into the rural parts of the State,—the peculiar field of a National School Law and System,—you there find that our American neighbours are not so successful in their Public School economy, and accomplish results very far below and short of the State appropriations they make, and the machinery they employ for the sound education of all the people. This remark is abundantly and painfully confirmed by the facts given in the above epitome of the Systems and state of Popular Education in the adjoining States of Ohio, Pennsylvania and New York. A further confirmation of the same remark is found in the defective education of many of the grown-up young men of these States. The late Mr. Frederic H. Pakard, of Philadelphia, for some thirty years the distinguished and philanthropic Secretary of the American Sunday School Union, published, in 1866, a pamphlet of 158 pages entitled "The Daily Public School in the United States." On page 11, he observes, "Such observations as we have been enabled to make in interviews with many thousands of children and youth, satisfy us that nine in ten of them are incompetent to read properly a paragraph in the newspaper, to keep a simple debit and credit account in a Mechanic's Shop, or to write an ordinary business Letter in a creditable way, as to chirography, orthography, or a grammatical expression of ideas."

In this same publication it is stated by a Chaplain in the Northern army during the late civil war, and whose intercourse was very extensive, "that a very large majority of the Soldiers from the Northwestern States could read and write; but of these many could read only very imperfectly, and composed a Letter with great difficulty. Union Soldiers from slave States were deplorably destitute of Common School education. Thousands of Soldiers learned to read and write while in the Army. In my own Sunday-school of 150 to 250 from my own Regiment, I found that a large number were poor readers. The same I found true of Schools in other Regiments. The letter-writing shewed that the Writers were very imperfectly instructed in orthography. The average age of the Soldiers I met, was certainly under thirty years. In a word, our Soldiers, in their education, show that a great improvement is needed in our Common Schools."

4. *Causes of Failure in the United States Country Schools.*

Such an imperfect state and deficiency of sound education could hardly be otherwise, where the Schools are kept open from four to six months in the year by youths 16 to 20 years of age, themselves poorly educated.

The inference from these facts is, that there may be a magnificent School System, and a vast and even universal machinery of Schools, and yet numbers of youth not educated at all, and of those who attend the Schools, many learn very little, and that very imperfectly.

The foregoing facts suggest the enquiry—an enquiry in which we, as Canadians, are deeply interested—to what cause, or imperfections in the United State Systems of popular education are so much educational failure and deficiency in the rural parts of the States to attributed? I will indicate two or three causes which have been impressed upon my own mind:—

1. The *first* is a *deficiency in the qualifications of Teachers.* There cannot be a good School without a good Teacher. There must then be provision against the employ-

ment of ill-qualified Teachers, and for securing good ones. In the neighbouring States, there is no State standard of a Teacher's qualifications, although, in one instance, there is a State Board; there is no State Programme for the Examination of Teachers; in most instances, the Boards of Examiners of Teachers, are not only local, but are elected by County, or Township universal suffrage, and each local Board thus chosen fixes its own standard and makes its own conditions and regulations for the licensing of Teachers. In some States the Trustees of each School examine and certify to the qualifications of the Teacher, as well as employ him; in other places, a Township Superintendent, elected by universal suffrage; in other instances, a Township Committee, or Board is elected for the double purpose of examining Teachers and employing them. Even in Ohio, where there is a County Board of three Examiners, appointed by the Judges of Probate, there is no uniformity of standard, or of strictness into Examination of Teachers. I observe in one County, out of 492 applications for Certificates, 138 were rejected; and in another County, out of 258 applications, only *one* was rejected—showing that the Examination could have scarcely amounted to even a matter of form, and this variation goes on throughout the whole 88 Counties of the State. The State Commissioner states the results of such deficiencies in his Report for 1866, in the following words: "No one can visit the country Schools, hear the recitations, observe the discipline, examine the Teacher's records, and look upon the cheerless interior and exterior of the School-rooms, without a most depressing conviction of the inferior advantages enjoyed by the Pupils, and the unfavourable educational influences by which they are surrounded.

2. The *second* cause of this deficiency in the country Common Schools of our American neighbours, appears to me to be, the temporary employment and insufficient remuneration of Teachers. This is indeed the chief cause of the "low grade of Teachers," and the still lower grade of the Schools. In both Ohio and Pennsylvania, more than one half of the Country Schools are kept open only four months of the year; and this is the case in many country parts of New York. The Teachers are employed there, not as in their Cities and Towns, and with us generally throughout the whole Province, by the year, but by the month. Their "wages," are only for the months that the Schools are kept open. For those months, a male Teacher may receive from twenty-five to forty dollars a month, and a female Teacher one-third and sometimes one-half less: and the other eight, or six, or five months of the year, as the case may be, the Teachers must and do receive nothing, or seek other employments. Thus the country male Teachers, do school teaching work when they can procure it to best advantage, and farm, or other manual work of some kind, the other larger part of the year; and the female Teachers do likewise. Now, whatever may be the liberality of the Legislature, and the framework of the School System, and the patriotic aspirations and efforts of great numbers of citizens, in such a System of temporarily employing and perpetually changing Teachers, there can be no material improvement in either the qualifications of Teachers or the efficiency of the Schools, or the education of the country youth.

In Ontario there is much room for improvement in these respects; but we have a national programme for the Examination and distinct Classification of Teachers, and nearly uniform methods of Examination; our Teachers, except in comparatively few cases of trial, are almost universally employed by the year, in the Townships equally with the Cities and Towns. By our method of giving aid to no School unless kept open six months of the year, and aiding all Schools in proportion to the average attendance of Pupils and length of time the School is kept open, we have succeeded in getting our Schools throughout the whole Country kept open nearly eleven months out of the twelve; the Teachers are thus constantly employed, and paid annual Salaries; and are as well paid, all things considered, in perhaps a majority of the Country Schools as in Cities and Towns. Some of our best Teachers are employed in Country Schools, a very large proportion of which will favourably compare, in style and fittings

of School House, and efficiency of teaching, with the Schools in Cities and Towns. Indeed for several years at the commencement of our School System, the country parts of Upper Canada took the lead, with few exceptions, of our Cities, Towns, and Villages.

3. A *third* and fruitful cause of inefficiency in the United States Systems of Popular Instruction, appears to me, to be the mode of appointing the Administrators of their School Systems, and their tenure of office. In all the neighbouring States, the mode of appointing their State Superintendents has been by popular universal suffrage vote, and for a period not exceeding three years, and in some instances not exceeding two years; in the election of their County, or Town, Superintendents the same system has been pursued. In New York and Pennsylvania a beneficial change has been introduced in regard to the appointment of their State Superintendents—in the former the State Superintendent being appointed by the joint ballot of the Senate and House of Representatives, and in the latter by the Executive, with the advice of the Senate; but the tenure of office in both States is for three years, as it is in the State of Ohio, where the State Commissioner of Common Schools is still elected by universal suffrage throughout the State. In looking at the School history of these States for the last twenty years, there are very few, if any, instances of any one of these highest educational Officers continuing in office more than three years at a time. There is no department of civil government in which careful preparation, varied study and observation, and independent and uniform action, are so important to success and efficiency, as in founding, maturing and developing a System of Public Instruction; which it is utterly impossible to do where no one placed at the head of the System has time, or opportunitity, to establish and bring into effective operation any one branch of it. School legislation, therefore, with our American neighbours is as unsettled now, as it was at the beginning of the last twenty years and more; it has been undergoing successive modifications; and their Schools, (except in Cities and Towns) are less improved than their Country in every other respect. They seem to forget that the representative functions of Government,—the power to exercise which is based on popular election—relate chiefly to the making of laws, and the imposition of taxes; but that the administration of law should be free from the influences of popular passion, and be based on immutable maxims of justice and patriotism. They recognize this in the selection and appointment of the supreme Judges of Constitutional and Civil Law; so should they in the supreme administration of School Law, and in the development of School economy.

Our American friends appear to me to suffer equally, if not more, in their educational interests from their love of rotation of office and frequent popular election to it, in respect to their County and Town Superintendents of Schools. Their System appears to me to be inconsistent, as a general rule, with the selection of competent Superintendents, or with the impartial and thorough administration of the Law, among those by whom the Local Superintendents are elected, or opposed, and to whom such Superintendents are looking for votes at an approaching election.

4. In the *fourth* place, I think the progress and efficiency of the Common Schools in the neighbouring States are also much impeded by the absence of anything like uniform series of Text-books, the great evils of the endless variety of which are graphically portrayed and earnestly lamented in their School Reports, but for the removal of which no remedy is provided.

Such appears to me the chief defects in the American School Systems, so far as I have been able to examine and observe them. In a former part of this Report, I have also stated what appeared to me the cardinal defects of the English Elementary School System, as compared with that of other European Countries.

In the absence of any ground, or pretext, on which I could base a national view of education for the Dominion of Canada, I have confined my Special remarks to my own Province. I have presented the Systems and progress of Popular Education in several inland States of Europe,—such as Baden, Wurtemberg, etcetera, maintaining after

having achieved their independence, and enjoying much greater liberty and prosperity than some of the largest European Kingdoms. I refer to these facts to remind my fellow-countrymen of Ontario that whatever may be our future relations, whether those of united Nationality with the rest of British North America, or those of isolated independence, we have no reason for apprehension, or discouragement, having within ourselves, under the Divine Blessing, all the essential elements and resources of nationality, freedom, progress and happiness.

Your Excellency's most obedient and humble servant,

Toronto March 4th, 1868. Egerton Ryerson.

The London Times on the Reverend Doctor Ryerson's Report on Education in Foreign Countries.

A very useful and interesting synopsis of the Systems and state of Popular Education on the Continent of Europe, in the British Isles, and the United States of America, has been presented to Major-General Stisted, C. B., Lieutenant-Governor of the Province of Ontario, Canada, by the Reverend Doctor Ryerson, Chief Superintendent of Education in that Province. Doctor Ryerson appears to have visited the Countries whose Systems of Education he describes, and he was specially charged with the duty of preparing a Separate Report on Institutions for the Deaf and Dumb and the Blind, which will follow. The Report enters very tersely into the Systems pursued in France, Prussia, Holland, Switzerland, Belgium, Baden, Wurtemburg, Bavaria, Saxony, Austria, Denmark, Sweden and Norway, Great Britain, Massachusetts, Connecticut, New York, Pennsylvania, and Ohio. Some of these Countries have borrowed their Systems from the others, but into each plan some modification, greater, or less, has been introduced which deserves notice. In the Denominational and Communal Schools of France Religious Instruction is duly recognized, yet, in the Commual Schools "no child of a different Religious profession from that of the majority is constrained to take part in the Religious teaching and observances of his fellow scholars." Religious freedom is insured. Ministers of different Communions are to have free and equal access to the children of their own faith in the Common Schools. "Denominational" Schools, however, have increased, and when a School is appropriated to one Denomination no child of another Denomination is admitted without a written request from the Parents, or Guardians. Communal Schools are established and maintained by the joint action of the State, the Departments, the Communes, Fees of pupils, and individual contributions. Every Commune must provide a School House and Residence for the Teacher. If the Communie refuses, or neglects, to provide by Tax on the property at the rate of three per cent., the Government imposes and collects it. If the Commune, on account of poverty, or disaster to the crops, cannot raise the sum required, the Department to which such Commune belongs must provide it. If the revenues of the Department, by a Tax of two per cent., are not sufficient to meet the deficiencies of all the Communes, the balance is supplied by the State. Each Commune is at liberty to establish a Free School, and the Mayor can exempt children of very poor Parents from paying the School Fees. The Schools taught by Religious Orders are called "Congreganist Schools,"—*Ecoles Congreganistes.* Public Teachers, whether male, or female, must have a Certificate, (*brevet de capacite*), except the female members of Religious Orders, whose Certificates of obedience, (*lettres d'obedience*), are accepted in lieu of the Certificate of Brevet. There are more than eight times as many of the breveted Assistant Teachers among the laymen as among the Congreganists. The Inspectors found thirty-five per cent. of the Common Schools "good," and the same proportion of "Congreganist" Schools. The training expenses of Teachers in the Normal Schools were defrayed by the State, the Departments, the Towns, even the Schools, and by the Pupils themselves and their friends. Of the 37,510 Communes of the Empire only 818 had no

Schools, but they sent their children to neighbouring Schools. The Schools of the Religious Orders are to the lay, or Common, Schools, as seventeen to fifty-one and a half. Out of 4,336,000 children attending the Schools, a million and a half are admitted free from charge. It seems that in France the children's first Communion at Church is the limit, of their stay at School. When they have no more Catechism to recite they cease to attend. In Prussia the System of Education is mainly "Denominational," but Protestant and Roman Catholic Schools are generally separate. It is seldom you find a "mixed" School of both. There is a regular gradation of School Authorities, from the Schoolmaster up to the Minister of Education, and the System percolates from the highest State powers, and is within control of the central Government. The relations of the Protestant Church with the Government are harmonious, but the Catholic Church, on the contrary, is in perpetual discord with the State on this subject. Every Commune in Prussia must find a School for all children from six to fourteen, by a Rate on property, by Fees from the Scholars, and if there is a deficiency the State is applied to for it. It is unnecessary here to go into the Prussian Compulsory System of Education. Of Germany M. Bandouin, the French Commissioner, in 1865, says: "The smallest hamlet has its Primary School, the smallest Town its Gymnasium, its Citizen and Real Schools perfectly organized, endowed, and inspected. In Germany, every one is interested in youth; the highest personages and women of the first rank consecrate to it their time, their property, their experience. The best Writers write Books for small children; the Poets, for their lessons in Vocal Music, write verses which the most illustrious of Composers do not disdain to set to music. The entire German people appear convinced that to occupy themselves with the instruction of youth is to fulfil a personal duty and labour for the future of their Country." As to the Schools of Holland, Cuvier, the great Naturalist, on visiting them in, 1811, was delighted and astonished when he saw them, and pronounced them above all praise. M. Cousin was equally gratified in 1836. The Dutch Schools are excellent. The Religious Instruction is general. Perhaps we may say it is based on Christian ethics, but it never trenches on grounds of Religious controversy, or religious differences. The Teachers must all have Certificates, and they are superior to the Prussian Teachers. A broken-down tradesman, an ignorant charlatan, cannot teach in a Public School without a Diploma. Lutherans, Catholics and Calvinists are taught together in the same Schools, the Catholics, in point of numbers, standing mid-way. In Belgium, the Schools are supported by the Communes, the Provinces, and the State combined. In 1830, when Belgium was separated from Holland, the Communes relaxed in their efforts in building Schools, and the State had to assist—the State paid one-sixth of the cost, the Province one-sixth, and the Commune four-sixths. There is no compulsory Law of Education in Belgium, and Popular Instruction is not greatly developed. The number of Militia, not knowing how to read, or write, is 31 per cent. The dissensions between the Catholic party in Belgium and the Liberals retard the progress of the Schools. In Baden, Grand Duchy, the Schools are partly supported by the Communes, and although, since 1864, Education has given rise to much discussion, the Catholic party objecting to many provisions of the Project, or Code of Doctor Kneiss, yet it seems probable that Non-denominational Schools will ultimately prevail. In Austria, School attendance is obligatory, and the Communes are bound to establish and support the Primary Schools. In default of their children's attendance, the Parents may even be fined by the Authorities, and these Fines are added to the funds of the Communes. The School Certificate of Instruction may be made a condition of a young person's being apprenticed, or getting married. No Brewer, Manufacturer, etcetera, can employ a child under ten years of age, unless that child has attended a Communal School one year, and those who employ children of ten years of age must send them to the Night School. Looking at the Empire of Austria throughout, there are 65 per cent. of the children between seven and twelve years of age in average attendance daily at the Schools. Since Austria met Prussia in battle at Sadowa she

has awakened to a sense of the value of Education, and has given to it a larger share of her attention than she gave before. In England, the "Revised Code" prescribed the principles on which the State assists Education, but there is an immense number of Schools which do not and will not have anything to do with the State. The English System is Denominational, and springs from and takes its initiative from Denominational zeal and local contributions. The Irish System is well known. In Scotland, changes are perhaps impending; the Revised Code is not yet applied there in all its features, as in England. In Massachusetts, America, in 1636—that is 16 years after the landing of the Pilgrim Fathers from the *Mayflower*—Harvard College was founded, and in 1642 enactments were framed for General Education in the Colony—the fundamental principles being that it should be "compulsory." The System remains much the same now. The Massachusetts Board was founded in 1837. The Schools are supported by local taxation. No child under ten years of age can be employed in any Manufacturing Establishment, and no child between ten and fourteen shall be employed, unless he has been at School at least six months in the year preceding that of such employment, and no child under fourteen years shall be employed in a Manufacturing Establishment more than eight hours in a day. The System in Connecticut was matured in 1701, when a Tax for Education in each Township was established. In 1795, the "State School Fund" was founded for "Common Schools" by devoting to them the proceeds of a portion of Public Lands ceded to the State in Ohio. In 1855 the following amendment to the Constitution of Connecticut was adopted, and it ought to be emblazoned on the walls of our chief public buildings in London, Manchester, Liverpool, and elsewhere: "Every person shall be able to read any article of the Constitution or any Section of the Statutes of this State before being admitted as an Elector." One wonders how much a law would operate in England. Suppose we were to prohibit children from going to work before ten years of age absolutely; and further, that we should provide that no ne should vote at elections, or in Parish Vestries, unless he could read; and further, that no Parent should receive out-door relief unless his children, up to a certain age, were sent to School, the Guardians paying the School Fees. Might not these provisions, added to the strong inducements which the nature of almost all employments, except Agriculture, at the present day, carries with it to acquire the elements of learning, lead to some sensible improvement in the attendance at Schools, and clear the streets to a great extent of those "waifs and strays" whose time is spent in selling cigar lights, or tumbling for half-pence?

CHAPTER V.

PROPOSED RETIREMENT OF THE CHIEF SUPERINTENDENT OF EDUCATION IN FAVOUR OF A MINISTER OF EDUCATION, 1868, 1869.

I. Letter from Doctor Ryerson to the Provincial Secretary.

I have the honour to submit to the favourable consideration of His Excellency the Lieutenant Governor-in-Council what, some three weeks ago, I submitted to individual Members of the Government, namely, that.—

"The Department of Public Instruction shall be under the management of a Member of the Executive Council, to be designated 'Minister of Public Instruction,' who shall be *ex officio* a Member of the Toronto University and of the Council of Public Instruction, and who, in addition to the powers and functions vested in the Chief Superintendent of Education, shall have the oversight of all Educational Institutions, which are, or may be aided by public Endowments, or Legislative Grant, to inspect and

examine, from time to time, personally or through any Person appointed by him, into the character and working of such Institutions, and, by him shall all public moneys be paid in support, or in aid of such Institutions, and to him they shall report at such times, and in such manner, as he shall direct."

With a view of giving effect to the foregoing recommendation, I hereby resign into the hands of His Excellency my Office of Chief Superintendent of Education,—an Office which I have filled for upwards of twenty-four years, during which I have employed my best years and utmost efforts to devise and develop our present System of Public Instruction, and have been favoured with the cordial support of successive Governments and Parliaments, and with the liberal co-operation of the people of Upper Canada at large. I shall not dwell upon the developments, or characteristics of that System; but I feel thankful that they are such as have received the highest approval both at home and abroad.

Our System of Public Instruction has acquired such large dimensions, and the net-work of its operations so pervades every Municipality of the land, and is so interwoven with our Municipal and Judicial Systems of Government, that, I think, its administration should now be vested in a responsible Minister of the Crown, with a Seat in Parliament, and that I should not stand in the way of the application to our varied educational interests of that ministerial responsibility which is sound in principle and wise in policy. During the past year, I have presented a Report on School Systems in other Countries, with a view of improving our own; and the Legislative Assembly has appointed a Select Committee for the same purpose. I have, therefore, thought that this was the proper time to suggest the modification and extension of the Department of Public Instruction.

In regard to myself, as to both the past and the future, I beg to make the following statement:—

While, in addition to the duties imposed upon me by Law, as Chief Superintendent of Education, I have voluntarily established a system of providing the Municipal and School Authorities with Libraries, Text Books and every description of School Furniture, and School Apparatus,—devising and developing their domestic manufacture. I have thus saved the Country very many thousands of dollars in the prices, as well as quality of the Books, Maps, etcetera. I can truly say that I have not derived one farthing's advantage from any of these arrangements beyond the consciousness of having conferred material, intellectual and social benefits upon the Country. When I accepted office, I made no stipulation as to Salary, which was subsequently fixed by Statute not to exceed that of the Superintendent of Education for Lower Canada, and to bear the same proportion to his Salary as the share of Upper Canada to the population division of the Legislative School Grant bore to the share of Lower Canada. My Salary has, therefore, been regulated by Act of Parliament, and not by the favour of any Government.

But in regard to the future, I stipulate, or solicit, nothing. In view of my labours during the last twenty-four years and upwards, my age of nearly sixty-six years, and my voluntary retirement from my position, I believe the Country and the Legislature of the Country, will do what is just and honourable, and I ask no more. I am still willing to do what I can to advance the chief work of my life; and if it is thought I may be useful in connection with the Council of Public Instruction, I will be happy to do what I can in that capacity, as also (released from the cares and duties of office), to contribute to the School and other literature of the Country, and to aid, if desired, the proposed Minister of Public Instruction, with my counsel, my experience may enable me to give.

As to the time and manner of giving effect to the foregoing suggestions in regard to the Department, or my own resignation, I defer entirely to the convenience of the Government and the judgment of the Governor-in-Council.

TORONTO, 7th December, 1868. EGERTON RYERSON.

MEMORANDUM BY THE CHIEF SUPERINTENDENT OF EDUCATION ON A RETIRING ALLOWANCE.

What I may be allowed annually in consideration of my labours of upwards of twenty-four years in devising and developing our present System of Education, of my voluntarily relinquishing emolument, power and rank of my office, and in consideration of what I may get do I leave to the justice and generosity of the Government and Legislature.

What I should have to do in connection with the Council of Public Instruction is as follows:—

1. To prepare a revision of the Regulations in regard to the Common and Grammar School and Public Libraries.

2. To prepare the Programme of the Courses of Study for all the Public Schools, including not only the classification of Studies, but the time to be daily, or weekly, devoted to each,—a work which has not yet been done in this Country, although of great importance, and done in the best educating Countries in Europe, and a work requiring much consultation.

3. To examine and submit all the Text Books for the Schools, and for Public Libraries and Prizes. It took upwards of two years of all the time I could command, to examine the first selection of Books for the Public Libraries, (nearly 4,000 works). New Books are constantly being published, and it is important that the good and suitable ones should be, from time to time, added to the selection, while bad and useless ones should be carefully excluded.

In addition, I propose to prepare for the consideration and approval of the Council Text Books, not provided for, on the following subjects:—

1. Elements of Civil Government and Political Economy, as suited to the Institutions of our Country, and adapted to youth and the Schools. This is provided for in the United States, and is strongly recommended for the Schools in England.

2. Elements of Agriculture, or what every Farmer's Son should know respecting the Soil he cultivates, the Flowers, Vegetables and Grains he grows and the Animals he raises.

3. Moral Relations and Duties.

4. Natural Science as adapted to the Productions, Manufactures and Mechanics, of Machinery, of the Country. Great stress is laid on this by the English Educational Commissioners.

On these subjects we have no suitable Books, and on some of them no Books at all. I may not be able to write perfect, or the best, Books on these subjects, but I may be able to point out the way and lay the foundation for others to build upon and improve.

It will also be necessary to prepare as soon as possible an Historical and Descriptive Catalogue of the Objects of Art in the Museum,—a work of some three, or four, hundred pages.

It is my wish to prosecute and complete a Constitutional History of Upper Canada, preceded by an account, or History, of the United Empire Loyalists, and the first Settlers in Canada.

The work which I have thus sketched will occupy some years,—perhaps all of working life that remains to me, and it is all connected with the progress and institutions of the Country.

TORONTO, 7th December, 1868. EGERTON RYERSON.

II. LETTER IN REPLY, DECLINING TO ACCEPT DOCTOR RYERSON'S RESIGNATION.

In acknowledging your Letter of the 7th of December last, placing your resignation of the Office of Chief Superintendent of Education in the hands of His Excellency the Lieutenant Governor, and suggesting that the Department of Public Instruction should be placed under the more direct management of the Government through a

Minister, to be designated "The Minister of Public Instruction," holding a place on the Executive Council, and a Seat in the Legislative Assembly, thus bringing the Education Department, in common with all the other branches of the Government within the control of the people, through the responsible Advisers of the Crown, I am directed by His Excellency the Lieutenant Governor to thank you for the valuable suggestions contained in your Letter, and to request that you will continue to discharge those important duties which you have performed for a quarter of a century with so much credit to yourself and benefit to the people of this Province, until His Excellency's Advisers shall have more fully considered your suggestions and matured a Measure for placing your Department under the direct supervision of a Member of the Executive Council.

The services that you have rendered to your Country and your now advanced age fully warrant your asking to be relieved from the further discharge of your arduous duties, but knowing your vigour of mind, and energy of character, His Excellency ventures to hope that compliance with the request now made will not prove too great a tax upon your energies, or interfere seriously with any other plans you may have formed for the employment of the remaining years of a life devoted to the moral and intellectual improvement of your fellowmen.

TORONTO, 30th January, 1869. M. C. CAMERON, Secretary.

REPLY TO THE FOREGOING LETTER BY DOCTOR RYERSON.

I have the honour to acknowledge the receipt of your Letter of this date, conveying the most kind expression of His Excellency the Lieutenant Governor in regard to myself and my past humble services, and the request that I would continue in my present Office until His Excellency's Advisers should be able to mature a Measure to give effect to the recommendations in my Letters of the 7th December last, respecting the direct responsibility of the Education Department to Parliament, and the creation of the Office of Minister of Public Instruction to be filled by a responsible Minister of the Crown, having a Seat in Parliament.

The more than kind reference to myself on the part of His Excellency has deeply affected me, and for which I desire to express my most heartfelt thanks.

I beg to assure you, for the satisfaction of His Excellency, that I will subordinate every inclination and contemplated engagement to the great work of the Education Department and the System of Public Instruction, as long as I have strength and may be desired by the constituted Authorities to do so.

I have found that the apprehensions first expressed by the Honourable M. C. Cameron, as Chairman of the Education Committee of the Legislative Assembly during the late Session, that, connecting the Department of Public Instruction with the Political Ministry of the day might draw the System of Public Instruction into the arena of Party Politics, and thus impede its progress, is largely shared by thoughtful men, and that my recommendation had been coldly received generally, and strongly objected to in many quarters.

Under these circumstances, I have been led to review the whole question and aided by the experience which the recent Session of the Legislature has afforded, I would respectfully suggest that, until a better System can be devised, a Committee of say seven, or nine, Members of the Legislative Assembly, (to be presided over by the Provincial Secretary,) be elected by ballot, (or, if not by ballot, by the mutual agreement of the Leaders of both parties in the House,) at the commencement of each Session, to examine into the working, and report upon all matters relating to the Education Department and its administration, as well upon any Measures which might be

suggested for the promotion of Public Instruction. The Provincial Secretary, being *ex officio* Chairman of such Committee, would be able to bring before it anything that had required the interposition, or had been brought before the Government during the year, and meriting the attention of the Committee. The Committee being chosen by ballot, or by mutual agreement on both sides of the House, would preclude the character of party in its mode of appointment, and give weight and influence to its recommendations. In this way the Education Department, necessarily so identified with matters affecting popular progress and enlightenment would, in its whole administration, be more directly responsible to Parliament and, through it, to the People, than any other Public Department is now, and that without being identified, or connected with any political party; and on the occasion of vacancy in the Administration of the Department, a selection and appointment could be made, free from the exigencies of party, or of party elections, upon the simple and sole ground of qualifications for the Office, and with a view of promoting the interests of Public Education, irrespective of sect, or party.

But, under any circumstances, I will endeavour to do my duty to the best of my ability, as desired by His Excellency the Lieutenant Governor.

TORONTO, January 30th, 1869. EGERTON RYERSON.

CHAPTER VI.

COUNTY SCHOOL CONVENTIONS AND THEIR PROCEEDINGS IN 1869.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO MUNICIPAL COUNCILLORS, LOCAL SUPERINTENDENTS, VISITORS, TRUSTEES, TEACHERS, AND OTHER SUPPORTERS OF GRAMMAR AND PUBLIC SCHOOLS IN ONTARIO.

I propose, in the course of the next two months, Providence permitting, to make my fifth and last Visit to each County, or Union of Counties, in Upper Canada, in order to hold a County School Convention of all School Officers and other friends of Education who may think proper to attend, in order to confer on the subjects of the Common and Grammar School Amendment Bills which have been recommended by a large Committee of the Legislative Assembly, but the further consideration of which has been deferred until the next Session of Parliament. I cannot hope to be able to address any County Convention further than may be necessary to explain the objects and provisions of the School Bills referred to.

2. In order to afford the best opportunity possible for attendance by persons at a distance, each Convention will be held in the day-time, with two, or three, necessary exceptions. The Meeting of each Convention will take place, (unless otherwise stated,) at one in the afternoon and the proceedings will commence precisely at half-past one, whether few, or many, be present. In two, or three, instances, the Meetings of Conventions will take place at other hours of the day, arising from the impossibility, (on account of distances, or railroad arrangements,) of holding them at the usual hour, without giving more time to a County than is practicable, in connection with the accomplishment of the Tour during the period of Winter Roads convenient for travelling by inhabitants of Counties.

3. The time and place of each of the proposed County School Conventions are as follows:—

COUNTY.	TOWN.	Day of Week.	Day of Month.	Hour of the day
Oxford	Woodstock	Monday	Feb. 1	1 p.m.
Brant	Brantford	Tuesday	Feb. 2	1 p.m.
Norfolk	Simcoe	Wednesday	Feb. 3	1 p.m.
Haldimand	Cayuga	Thursday	Feb. 3	1 p.m.
Welland	Welland	Friday	Feb. 5	1 p.m.
Lincoln	St. Catharines	Saturday	Feb. 6	1 p.m.
York	Newmarket	Monday	Feb. 8	1 p.m.
Simcoe	Barrie	Tuesday	Feb. 9	1 p.m.
Grey	Owen Sound	Wednesday	Feb. 10	7 p.m.
Bruce	Walkerton	Thursday	Feb. 11	1 p.m.
Huron	Goderich	Friday	Feb. 12	1 p.m.
Perth	Stratford	Saturday	Feb. 13	1 p.m.
Lambton	Sarnia	Monday	Feb. 15	1 p.m.
Essex	Sandwich	Tuesday	Feb. 16	1 p.m.
Kent	Chatham	Wednesday	Feb. 17	1 p.m.
Middlesex	London	Thursday	Feb. 18	1 p.m.
Elgin	St. Thomas	Friday	Feb. 19	1 p.m.
Wentworth	Hamilton	Saturday	Feb. 20	1 p.m.
Peel	Brampton	Monday	Feb. 22	1 p.m.
Halton	Milton	Tuesday	Feb. 23	1 p.m.
Wellington	Guelph	Wednesday	Feb. 24	1 p.m.
Waterloo	Berlin	Thursday	Feb. 25	1 p.m.
Ontario	Whitby	Monday	Mar. 1	1 p.m.
Durham	Port Hope	Tuesday	Mar. 2	10 a.m.
Victoria	Lindsay	Tuesday	Mar. 2	7 p.m.
Peterborough	Peterborough	Wednesday	Mar. 3	1 p.m.
Northumberland	Cobourg	Thursday	Mar. 4	1 p.m.
Hastings	Belleville	Friday	Mar. 5	1 p.m.
Prince Edward	Picton	Saturday	Mar. 6	1 p.m.
Lennox and Addington	Napanee	Monday	Mar. 8	1 p.m.
Frontenac	Kingston	Tuesday	Mar. 9	1 p.m.
Leeds and Grenville	Brockville	Wednesday	Mar. 10	10 a.m.
Lanark	Perth	Thursday	Mar. 11	10 a.m.
Renfrew	Renfrew	Friday	Mar. 12	1 p.m.
Stormont and Dundas	Cornwall	Monday	Mar. 15	1 p.m.
Glengarry	Alexandria	Tuesday	Mar. 16	1 p.m.
Prescott and Russell	L'Orignal	Wednesday	Mar. 17	1 p.m.
Carleton	Ottawa	Thursday	Mar. 18	1 p.m.

4. I take it for granted that, as on former occasions, in each of the places above-mentioned, the Court House, or Town Hall, or some other convenient Building, can be procured for holding the County School Convention; and I must rely on the kind co-operation of the Local Superintendent, aided by the Trustees in each County Town, to provide the needful accommodation for holding the County School Convention, and for giving due notice of the same.

5. The newspaper press in each County is respectfully requested to give notice of the time, place, and objects of the School Convention for such County.

TORONTO, 30th January, 1869. EGERTON RYERSON, Chief Superintendent of Education.

REPORT OF THE PROCEEDINGS OF THE CONVENTIONS BY THE CHIEF SUPERINTENDENT OF EDUCATION.

All the Counties were reached, and Meetings held in them, except the United Counties of Prescott and Russell, of which L'Orignal is the County Town. The state of the Roads prevented me from getting to L'Orignal and two days before the appointed day of the Convention, I telegraphed there the impossibility of reaching it. The state

of the Roads also prevented me from reaching Perth and Renfrew on the days first appointed; but I appointed other days. Held a large Convention in the County of Lanark, at Perth, but the notice was not sufficiently circulated to enable me to hold a Public Meeting in the Village of Renfrew; but in place of it, I held one, which was largely attended, in the Village of Arnprior.

The proposed Grammar School Bill, with the additions stated in my previous Communication, was universally approved. I shall, therefore, not refer to it again, but confine my statement to what relates to the proposed Common School Bill.

The Conventions at Port Hope, Peterborough, Napanee and Alexandria, by the vote of a majority, desired Local Superintendents to be appointed and paid, as now, by the Municipal Councils. The majority at the Meetings held in Napanee and Alexandria desired Township Superintendents,—the Gentlemen filling these Offices strongly contending for it, as they did at several other Meetings, although several Township Superintendents, at various Meetings, advocated County Superintendents in their place. The majority at all the other County Conventions, voted for County Superintendents, qualified, appointed and paid, as recommended by the Legislative Assembly.

The majority present at the Conventions held in Picton, Napanee, Brockville and Alexandria, voted against the 10th and 11th clauses of the Bill,—the former fixing the minimum Salaries of Teachers; the latter permitting the establishment of Township Boards of School Trustees at the request of a majority of School Sections in a Township. The Conventions at Napanee and Brockville also voted against the 13th clause of the Bill, giving Trustees the same power to provide a Teacher's Residence that they now have to provide School accommodations. The Conventions at Brockville and Alexandria also voted against the 26th clause, which provides Summer Vacations in all Public Schools from the 15th July to the 15th of August, inclusive.

With these exceptions, the County Conventions approved of all of the provisions of the proposed Bill. The two, and almost the only provisions of the Bill much debated, are those which relate to the appointment and payment of County Superintendents,—chiefly the former,—and the minimum Salaries of Teachers. On these two points the minorities of the Meetings were considerable, and as it has never been my wish and policy to have School Laws enacted and the System established, only by common consent, I purpose to submit recommendations on the two points referred to, which I trust will secure for the School Bill proposed, the cordial support of all parties.

NOTE. The School Bill as finally adopted by the County School Conventions will be inserted in another Chapter of this History.

CHAPTER VII.

A CRISIS IN THE EDUCATION DEPARTMENT, AFFECTING DOCTOR RYERSON, AVERTED.

On the formation of the Provincial Government of Ontario, under the Imperial Confederation Act, no change was proposed, or made, in regard to the financial arrangements with the Government and the Education Department. At a Meeting, however, of the Public Accounts Committee, held during the First Session of the Provincial Parliament, the following Resolution was passed and reported to the House of Assembly:—

5. Your Committee recommend that the expenditure of the Grants made in respect of Education, and all other matters of account connected with, or relating to the service of Public Instruction, be dealt with and controlled under the system applied to all other branches of the public service, and that all Receipts and Disbursements for those Services be hereafter made through the Treasurer's Department.

NOTE. The first intimation which Doctor Ryerson had of any coming change in the financial relations of the Education Department and the Provincial Government, and especially with the Provincial Treasurer, were some remarks made in the House of Assembly by Mr. E. B. Wood, the Treasurer, in reply to Mr. E. Blake, in which he stated that "Doctor Ryerson's conduct in respect to certain official financial arrangements" was not satisfactory to him. On seeing this statement in the Newspaper Report of the Proceedings of the House, Doctor Ryerson addressed the following Letter to the Provincial Secreary on the subject.

I. LETTER FROM THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to submit for the consideration of His Excellency, the Lieutenant Governor-in-Council, the following statements and remarks in regard to the conduct of the Honourable E B. Wood, a Member of the Executive Council, and Treasurer of Ontario, towards myself, and the Department over which I have presided for more than twenty years.

Some time since, the Premier, the Honourable Attorney General, J. S. Macdonald, said in his place in the Legislative Assembly, that the present Chief Superintendent should not be interfered with in his official arrangements as long as he presided over the Department which he had developed and so long conducted to the satisfaction of the Country. Yet in the face of this most public declaration and pledge on the part of the Head of the Administration, Mr. Wood, in the course of a few days, not only proceeded to interfere in the matters respecting which the Attorney General had told the Legislative Assembly should not be changed during my administration of the Department, but stated, in reply to Mr. Edward Blake, that my conduct in respect to these matters "was not satisfactory to him,"—although I informed him in my Official Letter to him, dated the 7th of last March, that I should pay all the Clerks just as I had done "until another Order-in-Council should be passed,"—although he knew, by his auditing my Cheques and Vouchers from month to month, that I had made these payments, as also did the Premier, with whom I had conversed more than once on the subject. Yet Mr. Wood, in order to excuse himself from the responsibility, and to gain some capital for himself with those who opposed me, affected an ignorance of what he knew had been done with his own concurrence during the year, by saying that my "conduct was not satisfactory" in the matter. The very day after Mr. Wood threw this suspicion and slur upon my conduct (for which he was praised by papers assailing me,) he came to the Education Office for the first time in his life, to enquire into my Accounts, and modes of proceeding, —with which he should have acquainted himself before,—at least before uttering in the Legislative Assembly his professed dissatisfaction with my conduct.

It is also worthy of remark, that a Select Committee of the Legislative Assembly has carefully and thoroughly investigated the whole financial working of my Department, and has justified me and condemned Mr. Wood in regard to the very matters respecting which he had censured me in the House. [See page 30 of this Volume].

I submit that it is unprecedented for the Head of one Department of Government to attempt to make political capital for himself by disparaging remarks respecting the Head of another Department. It is true, my Department is not political, and I have not a Seat in the Legislative Assembly, but, in my Salary, and in the express provisions of the Law, I am not inferior in position to Mr. Wood. The Law does not make me subject, or subordinate, to him; for the 104th Section of the School Law says expressly,— "The Chief Superintendent shall be responsible to, and subject to the direction of the Governor, communicated through any Department of the Provincial Government." Happily Mr. Wood is not "Governor;" and, as an Officer of the Government, has no right either to censure, or command me, except by "direction of the Governor."

2. But there is another matter respecting which I think I have cause of serious complaint of Mr. Wood's conduct in regard to my Department. I refer to his increasing the salary of a junior Clerk, not only without, but against, my recommendation. At Mr. Wood's request, I caused a detailed statement of the Estimate of my Department for Salaries and Contingencies to be laid before him; and I placed the Salaries precisely as they are stated on the 19th page of my printed Pamphlet, addressed to Members of the Legislature. When Mr. Wood came to the proposed Salary of the "Assistant Clerk of Correspondence," Mr. Atkinson, (who it appears is an intimate friend of Mr. Wood's confidential clerk), Mr. Wood said he understood Mr. Atkinson was "a nice young fellow," and that his Salary ought to be increased. I stated that I would readily agree to his proposed increase of Salary, to Mr. Atkinson, provided there should be a corresponding increase in the Salaries of Messieurs Taylor and Stinson, who had earned, and who needed an increase of their Salaries much more than Mr. Atkinson. I understood this to be agreed to by Mr. Wood, and accordingly caused another list of Salaries to be prepared, including the proposed increase of $100 to each of the Salaries of Messieurs Taylor, Stinson and Atkinson. But when I afterwards learned from a printed paper, that there was to be no increase to the Salaries of either Mr. Stinson, or Mr. Taylor, and that Mr. Taylor's Salary was to be actually reduced $200 below what he had received during three years, I went to Mr. Wood and told him it would be unjust, and I could not consent to increase Mr. Atkinson's Salary alone. Yet, in the face of my objection, Mr. Wood adds $100 to Mr. Atkinson's Salary, while against my remonstrance he reduces the Salaries of two Senior Clerks and of Mr. Hodgins, the Deputy Superintendent.

The increase of Mr. Atkinson's Salary alone, merely because Mr. Wood thought him "a nice young fellow," without knowing anything of his work, or period of service, is the more unjust to the other Clerks, when the circumstances of each are considered. I will take Mr. Stinson's case alone. He was appointed to the Depository in February, 1859, at a nominal Salary of $160, which was increased to $300 in 1862, and to $400 in 1863. In 1864 he was transferred from the Depository to the Education Office proper, at a Salary of $500, which continued until 1868, when I allowed him an advance of $300 out of the Contingencies. Now Mr. Atkinson was appointed to the Depository in 1863, on trial, at a Salary of $200, which, at the close of the year, was fixed at $220; in 1864, it was raised to $300; in 1865 to $320; and, in 1866, he was transferred to the Education Office proper, to assist Doctor A. J. Williamson, (an old Gentleman and faithful Officer,) as copying Clerk of Correspondence at a Salary of $340. In 1867, this was raised to $384, and in January, 1868, to $500. So that his case has been fully considered by me, and he has regularly received an increase of Salary every year he has been in the Department. Mr. Stinson has had much more difficult and responsible work to do than Mr. Atkinson, who only copies Letters and Documents,—which he does well,—and assist generally in the Office. Mr. Stinson has been in the Office nearly ten years; Mr. Atkinson not five. Mr. Stinson served three years on a Salary of $500, before any increase was proposed; and now, after serving not yet five years in the Office altogether, and only one year on a Salary of $500. Mr. Wood assumes to increase it against my objection to it as unjust, and unwise in the circumstances.

I am persuaded this proceeding on the part of Mr. Wood was not known to the Premier, much less to the Governor-in-Council. It is ignoring me as the Head of this Department, and placing me in a false position in regard to the Officers of the Department under me, and marks out Mr. Atkinson as Mr. Wood's protegé in my Department. I submit that under such circumstances, Mr. Wood's act should be disallowed; and I respectfully leave to the instructions of the Governor-in-Council as to any further disposition of the young man, whom Mr. Wood has thus placed in an unenviable position in the Education Department.

3. I have also to represent that Mr. Wood's conduct in respect to the course of lectures on School Law and Regulations in the Normal School is unauthorized and as

objectionable as that to which I have just alluded. The proceedings on this subject took place in the Legislative Assembly at a late hour at night, after the reporters had left, or had ceased to report the discussions; but I am told on the best authority, and I presume Mr. Wood will not deny it, that he not only said that nothing should be paid out of the Normal School Grant for the School Law Lectures, but he ridiculed, or spoke of them as useless, and even pernicious,—though in conversation with me in his own Office a few days before, he professed to conceive them "important and very useful."

But I respectfully submit, that Mr. Wood had no legal authority to censure and distate to me, as he has done. The Law expressly authorizes the Council of Public Instruction,—not Mr. Wood,—to prescribe the subjects of instruction in the Normal School, to appoint the Instructors, and to determine their compensation. The 114th Section of the School Act says, indeed, that the "Council shall, in the exercise of its duties, be subject to all lawful orders and directions from time to time issued by the Governor." But Mr. Wood is not "the Governor." If Mr. Wood had objection to the Teachers-in-training in the Normal School being instructed in the School Law and Regulations, I submit that the proper and legal course for him to have pursued was to report his views and recommendations to the Governor-in-Council, and obtain His Excellency's Order on the subject. I have no reason to believe that the question was ever submitted to the Governor-in-Council, much less that His Excellency ever issued any Order or instructions on the subject. While, therefore, Mr. Wood took upon himself to add $100 to the Salary of a junior Clerk in my Department, regardless of my objections, because "he was a nice young fellow," he has taken upon himself to condemn the payment of $100 for two Courses of Lectures per annum in the Normal School on the School Law and Regulations, regardless of the respect and authority to which the Council of Public Instruction is entitled.

In regard to these Lectures, and the appointment for their delivery, I beg to offer three remarks.

(1) In the Normal Schools of Europe special instruction is given to Students on the Governmental Laws and Regulations under which they are to act as Teachers; and in the best Normal Schools in the United States, instruction is given in the elements of Civil Government, as well as of the State School Laws.

(2) The present Head Master of the Normal School, even before his appointment as such, after the decease of the late Head Master, addressed through me, the Council of Public Instruction on the subject; and the Council, after considering Doctor Sangster's communication, authorized the Course of Lectures and made the appointment for giving it. At that Meeting of the Council seven of the nine Members were present, (the Honourable Judge Morrison, who never attends, and the Roman Catholic Bishop, who seldom attends, being alone absent). I hereto append a copy of the Minutes of the Council on the subject,—including the names of the Members present,—the Letter of Doctor Sangster, and the Order of the Council respecting its recommendation.* I submit that the Gentlemen who authorized the Course of Instruction in the Normal School on the School Law and Regulations, and provided for giving it, are more competent judges on the subject than Mr. Wood, who has assumed to condemn and ridicule their acts.

(3) The half-yearly Examination papers on the subject since 1866, will show the amount of useful knowledge communicated and acquired in regard to the legal duties of Teachers and their relations, and of the School Corporations, etcetera, and their powers and duties. And it is worthy of special remark, that before this Course of Instruction was given, many of the Teachers trained in the Normal School got into trouble and difficulty in consequence of their ignorance on these subjects; and since such Instruction has been given, I have not known, or learned, of a single difficulty, or complaint in any School Section in which a Normal School Teacher thus taught has been employed. This is not difficult to be accounted for, when the Teacher is usually

* These will be found on page 270 of the Nineteenth Volume of this Documentary History.

the Clerk of the Corporation, to prepare all their Notices, Rate-bills, Warrants, etcetera, and, therefore, requires to be familiar with the School Law and the Regulations on all these matters.

But whatever value may, or may not, be attached to this Course of Lectures, I submit that the Governor-in-Council has alone authority to control the Council of Public Instruction on the subject, and that Mr. Wood's procedure is as illegal as it is discourteous to a Body of Gentlemen who have, by their long and valuable services, apart from their personal position, established a claim to the respect and gratitude of the whole Country.

In conclusion, I have only to add, that, after much deliberation, I have felt it due to myself, to the Department of more than half my life's labour, and to the Council of Public Instruction, as well as to the future interests of the School System, to bring these matters under the notice of the Governor-in-Council for such decision and instructions as His Excellency may think proper to direct.

TORONTO, 27th January, 1869. EGERTON RYERSON.

11. LETTER FROM THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Doctor Ryerson was not aware of the passage of the Resolution of the Public Accounts Committee, [on page 144], directing that, in future, all the Accounts of the Education Department should hereafter be paid direct by the Provincial Treasurer, and not by the Chief Superintendent, as provided by the various School Acts, and for the proper payment of which he had given financial Bonds to the Government. After the censure on him, which Mr. E. B. Wood, the Provincial Treasurer, had expressed in the House of Assembly, and in regard to which he had, in the preceding Letter, called the attention of the Government, he was not greatly surprised on receiving the following Letter from Mr. Wood, as Provincial Treasurer:—

I have the honour to inform you that, from the 31st December last, payments will be made in respect of Education Grants directly to the parties, as near as may be, by the Cheque of the Provincial Treasurer.

On receiving from the Chief Superintendent of Education a statement of the Apportionments to the Common and Separate Schools in each County, the Treasurer's Cheques will be drawn for the several amounts payable to the Treasurer of the respective Counties. These payments will be made on and after the 1st July in each year.

The Grant to Poor Schools will be paid in the same manner, on receipt of the certified Apportionment from the Chief Superintendent of Education.

The Grant to Grammar Schools will be payable half yearly, on the 1st of July and the 31st of December respectively. The distribution will be made by the Cheque of the Treasurer on the certified Apportionment of the Chief Superintendent of Education.

Educational Depository.—The Salaries under this head are included in the Pay List. It appears that purchases are made, some in Montreal, some in England, and some in Toronto. On receipt of the original Invoices of purchases, certified by the Chief Superintendent to be correct, the Treasurer's Cheque will issue in favour of the parties entitled to be paid. In the case of a party residing in a foreign Country, a Warrant will issue to the Treasurer, who will purchase the necessary Bills of Exchange to send to such party.

Museum and Library.—The Grant for this Service will be dealt with in the same manner.

Superannuated Teachers.—I do not understand fully the Regulations which have been made by the Council of Public Instruction with reference to the payment of

Superannuated Teachers. I am informed that the Teachers are quite numerous, that the payments are small and are professed to be made half yearly. For the present, therefore, I propose that the Chief Superintendent of Education shall, from time to time, send to this Department a Certificate, shewing the names of the parties, and the amounts each is entitled to be paid, upon which a Warrant will issue in favour of the Chief Superintendent for the aggregate amount, who, after his distribution of the money shall send to this Department Vouchers of payment.

Journal of Education.—The Grant in respect of this service will be paid as follows, videlicet:—$33.33 will be included in the monthly Pay List for Editing. The residue of the Grant will also be paid monthly, in sums of one hundred and sixteen 33/100 Dollars on the original Accounts, properly certified, being sent to this Department.

Grammar School Inspection.—This Grant will be paid by, and included in the monthly Pay List. The Inspector, in case of absence from Toronto, can appoint an Attorney to discharge the Pay List, as far as regards himself. It is suggested that some Officer in the Education Department would be most convenient to act in that capacity.

The Grant for County Common School Superintendents is void, as no Act was passed authorizing the expenditure necessary for that service, as was contemplated would be done, when it was placed in the Estimates. It should also be borne in mind that the Grant for Grammar Schools is in fact only $55,000, as $2,000 was placed in the Estimates originally in expectation of a new Grammar School Act, and, as those expectations have not been realized, the Grant of the additional $2,000 will fall through.

Normal and Model School Contingencies.—The detailed estimate of these Contingencies shews that, with the exception of $80 for the Reverend Doctor Ormiston, (which I propose to pay half yearly, upon his requisition, certified by the Chief Superintendent), are, with the exception of Apparatus and Books, for Repairs to the Buildings. It is proposed that these Repairs shall be under the supervision and control of Mr. Tully, the Government Architect. Accounts for expenses incurred under his direction will, upon being certified by the Chief Superintendent, and approved of by the Commissioner of Public Works, and forwarded to the Treasurer, be paid, subject, of course, to the same course of audit and routine, as all other Accounts, and the payment shall be made by Cheque in favour of the parties entitled to it, or to their Attorneys, at the Treasury Department in the usual way.

Contingencies of Education Office.—The Postage Account, on being certified by the Chief Superintendent and sent to this Department, will be paid directly to the Postmaster; Printing, ditto; Fuel, ditto; School Manual, ditto. The other items of Contingencies, involving, as they do, very small payments, may be paid by issuing an accountable Warrant to the Chief Superintendent, who will furnish, at the end of every month to this Department, an Account and Vouchers for payment made under it. It may also be convenient that a similar Warrant should issue for petty payments in respect of the Normal and Model Schools, and the Depository.

Referring to your Letters of the 2nd and 22nd instant, I have to say, in view of the foregoing Regulations, that you will be good enough to send to this Department the proper papers for the payment of $1,500 in *re* Library and Museum, $6,000 in *re* Libraries, Maps and Apparatus, $3,000 in *re* Normal and Model Schools, and $500, Office Contingencies. I have mentioned the mode in which the *Journal of Education* and Grammar School Inspection will be paid.

TORONTO, 23rd January, 1869. E. B. WOOD, Treasurer.

After some consideration, on the receipt of this Letter, the Chief Superintendent decided to appeal to the Governor General-in-Council, with a view to ascertain whether, or not, the directions contained in this Letter from Mr. Wood had the sanction of the Executive Government. He therefore, addressed the following Letter on the subject to the Provincial Secretary.

III. Letter to the Provincial Secretary by the Chief Superintendent of Education.

I have had the honour to receive a Letter from the Honourable E. B. Wood, Treasurer of Ontario, dated the 23rd instant, containing sundry directions as to the mode of paying moneys in connection with our Public School System. I beg respectfully to submit for the consideration and direction of His Excellency the Lieutenant Governor in-Council, the following remarks and requests respecting the instructions and proposals of Mr. Wood's Letter.

1. Mr. Wood's Letter, (a copy of which is hereto appended,) seems to have been drawn up without any apparent knowledge of many provisions of the School Laws, respecting the payments of School Moneys, or of the duties and working of the different branches of this Department. The Letter is dated the day of the prorogation of Parliament, and appears to be intended to give effect to the last paragraph of the last Report of the Committee on Public Accounts,—a Report which was presented to the House the day before prorogation, and respecting which, when it was proposed for adoption by the House, the Honourable the Attorney General is reported to have said,—"the House was not prepared to discuss the recommendations of the Committee, but there could be no objection to the printing of the Report." As the House was prorogued the following day, and Mr. Wood's Letter is dated the same day, I cannot suppose that the instructions of his Letter, (affecting the whole System and working of my Department,) were considered and ordered by the Governor-in-Council. The 104th Section of the School Act says,—"The Chief Superintendent shall be responsible to, and subject to the direction of the Governor, communicated through any Department of the Provincial Government." Mr. Wood does not say in any part of his Letter, that he has been directed by the Governor to give me such directions; and I am persuaded that, after the Attorney General had stated to the Legislative Assembly that the working of the Education Department would not be interfered with, as long as I administered it, a Letter of instructions virtually repealing several provisions of the School Law, and seriously affecting the efficient working of my Department, could not have received his sanction, much less the direction of the Governor. I am confident that His Excellency-in-Council would, at least, have afforded me some opportunity of consultation, or explanation, before ignoring my whole mode of administering a Department which the most thorough investigation by a Committee of the Legislative Assembly has shown to have been conducted with rigid economy, perfect faithfulness, and great efficiency. [See Chapter II of this Volume, page 30].

2. The Department of Public Instruction is not newly created, (like the other Public Departments of Ontario), and organized under recent Statutes. It has existed more than twenty years, and has been developed and matured under Statutes, which have been passed from time to time since 1846. To ignore these Statutes and all this past by a Departmental Letter, and that without even a hint, or word of consultation with myself, seems to be unprecedented. I am aware that there are Persons, both in and out of the Legislature, who, having failed to establish any allegation of unfaithfulness against me, would gladly try to humiliate and harass me in my work; and I must beg pardon if I cannot divest myself of the fear that Mr. Wood has drawn some of his inspirations from such sources in his recent proceedings in regard to myself and the Education Department. I shall be glad to find myself mistaken.

3. In reference to provisions of the School Law, the only one which leaves the mode of paying School moneys undefined is that which relates to the payment of moneys apportioned by the Chief Superintendent of Education to the Counties, Townships, Cities, Towns, and incorporated Villages, in support of Common and Grammar Schools. In these cases it is provided that the moneys apportioned shall be paid in such manner, or way, as may be directed, or determined, by the Governor-in-Council. For two, or three, years the moneys apportioned by me to Counties, etcetera, for Common School purposes, were paid by the Finance Minister on my Certificate of Apportionment; but

so many misunderstandings and delays arose under that system, that the payment, as well as Apportionment of these moneys was transferred to me; and I was made for some ten years Treasurer of all School moneys, and had to give Bonds, with Sureties to the Government, which are still lodged with the Finance Minister, although, for the last ten years, I have had the custody of no School moneys, but have received accountable Warrants to enable me to pay School moneys, as provided by Law. But, with the exception of the moneys above mentioned, the School Law provided for the payment of all other School moneys through the Chief Superintendent. For example, the 120th Section of the Consolidated School Act authorizes the Governor-in-Council to grant certain sums for certain purposes, videlicet:—Salaries and Contingencies of the Normal and Model Schools, Superannuated Teachers and Grammar School Inspector, but "under the Regulations of the Council of Public Instruction;" and the 15th Clause of the 106th Section, makes the Chief Superintendent "responsible for all moneys paid through him in behalf of the Normal and Model Schools." Again, the 120th Section of the Act provides that the Governor-in-Council may authorize the expenditure of certain moneys for the purchase of Libraries, Maps and Apparatus, for the *Journal of Education*, Poor Schools, Museum, Depository Salaries, etcetera, but all "through the Chief Superintendent of Education." With the exception of paying the moneys apportioned to Municipalities and Corporations for support of Grammar and Common Schools, the School Law recognizes no other medium of paying School moneys but that of the Chief Superintendent of Education. Even in regard to the payment of moneys apportioned in aid of Separate Schools,—which Mr. Wood erroneously supposes are to be paid to County Treasurers, and which he proposes to be paid through himself,—the Separate School Act expressly provided that, the Chief Superintendent shall pay over to the Trustees of each Separate School the money apportioned to it by him. The whole theory, therefore, of the Treasurer's Letter is at variance with the provisions of the School Laws, which, I think, must be higher authority than Mr. Wood's directions.

4. I beg next to solicit attention to the inconvenience involved in the plan of the Provincial Treasurer's directions. The average number of payments made by me per month is nearly 150, or 1,754 during 1868,—although one month of the year the number of payments was 379, another month 415. Now according to Mr. Wood's directions, I must transmit to him a Certificate that each of these payments is due,—and often also to the parties themselves,—and then the parties concerned must go from this Office to Mr. Wood's Office,—more than a mile distant,—and get their Cheques, and thence to the Bank. Whereas, according to my system, when a payment is due, and the party applies for it, such party receives a Cheque and gives the requisite receipt without further delay, or trouble. It often happens, and is even the custom, to a great extent, that parties interested and authorized come from a distance,—from Towns, Villages, Grammar Schools, etcetera,—with the required legal Returns, which are examined without a moment's delay, and, if found correct, and satisfactory, such parties have received their cheque, giving the proper receipt, for the money due them, without further trouble, or half an hour's loss of time. But, according to Mr. Wood's directions, I should be required to certify to him that the payment was due, and the party would have to go to him for payment, and perhaps be delayed on account of his absence, as I have been inconvenienced more than once during the past year in regard to payments which required prompt issue of Warrants on the part of Mr. Wood, but which were delayed in consequence of his absences from town.

5. Then Mr. Wood seems not to be aware of the difference between a Certificate of the Apportionment of School moneys, and the Certificate that moneys thus apportioned are payable. It was confounding these two distinct things that caused the confusion upwards of twenty years ago, when the Finance Minister, on my Certificate of Apportionment, paid parties who had not complied with the provisions of the Law, and were not, therefore, entitled to the payment of such moneys. For example, the Law requires me to apportion in April moneys available for Grammar School purposes,

and in May, moneys available for Common School purposes, and to notify the same both to the Finance Minister and to the Treasurers of Municipalities;—to the former, that provision may be made for the payment of those moneys, by the first of July,—to the latter, that the Municipalities may know what sums they are to raise by local assessment to be entitled to such Apportionment. But the sums thus apportioned and notified are not payable until attested Reports, or Returns, are received by me, showing that the moneys paid to such parties the previous year have been expended according to Law, and equal sums raised by local Assessment and duly expended for the same purposes. In some cases, the moneys apportioned are only paid in part; and, in other cases, not at all, because the requirements of the Law have not been complied with by the local parties concerned. It is this vigilance and inspection, in regard to the minutest sums provided and expended for School purposes in every Municipality, that has constituted one main spring of efficiency and advancement in the School System. But, it may be easily conceived what delay, embarrassment, and trouble would arise in numerous such cases, according to Mr. Wood's directions, in regard even to paying the only moneys which the Law leaves to the direction of the Governor-in-Council to direct the mode of payment.

6. But Mr. Wood proposes that certain moneys should be paid by me, while other moneys should be paid by him. I submit that the System should be uniform,—all the moneys paid by one, or the other. A duplicate System of payment and responsibility can only result in frequent misunderstandings and confusion, and afforda convenient pretext for making me responsible for every thing that may not be satisfactory to a Parliamentary Objector. I do not wish to be one of such a partnership.

7. Mr. Wood says, in reference to the "Normal and Model School Contingencies," that my "detailed estimate of those contingencies shows that, with the exception of $80 for Doctor Ormiston, (which I propose to pay half yearly upon his requisition), are, (with the exception of 'Apparatus and Books,' for Repairs of Buildings." Now my detailed estimate included also Fuel, Water-rates, Light, Insurance, Printing, Furniture, Grounds, etcetera.

8. Mr. Wood proposes "that these repairs," (of Buildings), "shall be under the supervision and control of Mr. Tully, the Government Architect. Accounts for expenses incurred under his direction, upon being certified by the Chief Superintendent, and approved by the Commissioner of Public Works, and forwarded to the Treasurer will be paid, subject, of course, to the same course of audit and routine, as are all Accounts." I should be glad if the Repairs of the Buildings would be done altogether by the Board of Works, and I be thus relieved of all care and responsibility respecting them; but I submit that the Architect who oversees and controls the repairs should certify to their completion, and the Accounts of work performed in completing them, and that I ought not to be desired to certify to what I have no control over, and thus be responsible for expenses incurred independently of me, and which, for aught I know, or can help, may be largely in excess of my estimates, and which may furnish a plausible ground of attack upon me during the next Session of Parliament, when Mr. Wood may again profess not to be satisfied with my conduct.

9. Mr. Wood proposes to pay $116.33 per month for printing the *Journal of Education*. This is $40 less than the Queen's Printer charges for printing one monthly number of it, including the addressing and mailing of it, or about $15 less per month than the Queen's Printer proposes merely to print it for, at his lowest estimate,—without mailing and addressing. I told Mr. Wood before the Provincial Estimates were submitted to the House, that the original Estimate and sum authorized by Law for publishing the *Journal of Education* would not be sufficient to defray the expenses of it under the new arrangement with the Queen's Printer. But Mr. Wood fixes the sum below what the Queen's Printer will print it for, and then if the expense of printing exceeds his specified sum, he will, of course, be able next Session to say that he is not satisfied with what I have done, although the Queen's Printer's charge, over which I

have no control, is $26 more per month than I have been in the habit of paying for it during past years. [See page 32 of this Volume].

10. Having thus remarked upon the principal matters in the Provincial Treasurer's Letter of Instructions, I beg most respectfully to submit to His Excellency-in-Council that the provisions of the School Laws in respect to the Expenditure and payment of School moneys be executed as heretofore, according to which not a farthing of School moneys has ever been lost, and there is as ample security and provision for the due payment of, and accounting for, every sixpence of School moneys as can exist according to the cumbrous, and in some respects, impracticable method proposed by Mr. Wood. If it be deemed expedient to change the mode of administering the Laws respecting School moneys, I submit that certain provisions of those Laws should be first repealed, or amended. But I submit that my Certificates as authority for the payment of School moneys are not as ample security to the public for the due application of School moneys as my cheque, and the Vouchers of the parties receiving; since in the latter case, if any improper, or unauthorized, payment be made, I may be required to refund the amount, and the Government has not only my own Bond, but that of two responsible Sureties, for every farthing of School money paid through me.

11. I am ready at all times to obey, and do all in my power to give effect to any instructions of the Governor-in-Council communicated to me, through any Department of the Government; but I am sure His Excellency could not desire any contravention of the manifest design and provisions of the School Laws in connection with my duties: and I should feel myself unfaithful to what I believe to be the economical and best interests of the School System, did I not point out what I believe to be the unauthorized and mischievous character of Mr. Wood's Letter of instructions.

TORONTO, 29th January, 1869. EGERTON RYERSON.

IV. LETTER TO THE PROVINCIAL SECRETARY BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to request that, for the reasons set forth in my letter of the 29th ultimo, His Excellency the Lieutenant Governor-in-Council will be pleased to direct the issue of an accountable Warrant in my favour for the sum of $12,000, as prayed in my Letter to Mr. Treasurer Wood of the 2nd and 22nd ultimo. Parties to whom the money is payable are calling every day for the amount of their Accounts,—many of them being Mechanics who cannot afford to remain out of their money, and who, in their Tenders, or Estimates, for work based their calculations on prompt payment by the Department.

The Provincial Treasurer's Letter referred to, not only proposed changes which involved an immense deal of both trouble and delay, and consequently of expense, without any one advantage or security not already possessed, but actually proposed those changes to be retrospective, from the 31st of last December,—thus deranging the payments and proceedings of the last month.

TORONTO, 30th January, 1869. EGERTON RYERSON.

V. REPLY TO THE FOREGOING LETTER BY THE PROVINCIAL SECRETARY.

I have the honour to inform you, by command of His Excellency the Lieutenant Governor, in reply to your Letter of the 30th ultimo, that by the provisions of an Order-in-Council, no Warrant can be issued unless founded upon a report by the Provincial Treasurer, and, therefore, the requirements of the Treasurer's Letter of the 23rd of January last must be complied with by your Department in this instance, as in others.

TORONTO, 8th February, 1869. M. C. CAMERON, Secretary.

NOTE. On receipt of this Letter and the following one from the Public Works Department, I enclosed them to Doctor Ryerson, then at Newmarket,

holding a County School Convention there. As I knew that he was very much occupied with the details of these Conventions, I drew up the following Memorandum to aid him in dealing with the directions contained in these letters and sent it to him in a separate Note:

Memorandum for Doctor Ryerson on the New System of Payment of Moneys.

In reply to these two Letters it would be well to intimate that the directions of the Governor shall be strictly complied with, but that, in your official reply, you cannot but remark, in regard to the sudden changes proposed by Mr. Wood:—

1st. That they are sudden and peremptory in their character, and made without consultation, or conference, and in the face of the investigations and report of the recent Committee of the House of Assembly.

2nd. They involve a system of absorption, without providing for a Provincial Board of Audit to see that payments are duly made.

3rd. They are a means of patronage and influence, which can be brought to bear by the Minister of the day.

4th. They are illegal, in so far as they expressly contravene the provisions of the School Law.

5th. They are partial in their application to the Education Department, and not to the two Colleges and the University.

6th. They have not been concurred in by the Governor-in-Council. The Order-in-Council referred to does not allude to the Education Department, but deals with new Departments, which have no Statutes to govern them, or Parliamentary organization.

A private letter need not go into detail, but should deal only with the point raised. Details and arguments should be reserved for official reply.

TORONTO, 9th February, 1869. J. G. H.

VI. LETTER FROM THE SECRETARY OF THE PUBLIC WORKS DEPARTMENT.

I am instructed by the Commissioner to inform you that no alterations, or repairs, are to be made to the Buildings, or Furniture, under your charge, except under the authority, and by the direction of the Architect and Engineer for the Department of Public Works. When any such alterations, or repairs, are desired, a Requisition must be forwarded to this Department, specifying the same, when, if deemed proper, they will be undertaken by order of this Department. If any such alterations, or repairs, are made, except in the manner indicated, the charges and expenses thereof will not be allowed.

TORONTO, 8th February, 1869. WM. EDWARDS, Secretary.

(*Private and Confidential*).

VII. LETTER FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Your Letters (while holding the County School Conventions), of the 30th ultimo and 15th instant, reporting the progress you have made with the several County School Conventions you have attended on the Common and Grammar School Bills, have been received, and it is very satisfactory to learn that you have met with general success. The labour and fatigue you have undergone must have been very trying to you, and manifest the possession of energy very remarkable at your time of life.

Several circumstances have prevented me, until this moment, from addressing you privately on the subject of your Official Letters of the 29th and 30th of January, reflect-

ing upon the Provincial Treasurer, Mr. Wood. These Communications have not yet been officially brought to the notice of His Excellency the Lieutenant Governor, and it will be matter of very great regret to me to place them before him. Each Member of the Government considers them a reflection upon the Government as a whole, and upon every Member thereof, as all are responsible for the Official Acts of each. If, therefore, these Communications are to be officially dealt with, the action which the Government will feel bound to take, out of respect to their position, will be exceedingly unpleasant and distasteful to each and will be adopted with regret. I can assure you that Mr. Wood intends no disrespect to you, or the position you hold, and trust you will withdraw these Letters, which you are at liberty to do, if you think fit. If you will allow me to do so as a friend, I would advise you to follow this course.

TORONTO, 17th February, 1869. M. C. CAMERON, Secretary.

[NOTE BY DOCTOR RYERSON. On the 22nd of February I wrote to Mr. Cameron from Brampton, giving an account of the Conventions held the previous week, (as I had promised to write him once a week), acknowledging the receipt of his Letter of the 17th instant, and stating that I would be in Toronto on Saturday the 27th instant, and would then reply to his Letter. He was not willing to wait until Saturday but pressed for an immediate reply, as follows].

VIII. LETTER FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am to-day favoured with yours of the 22nd instant, and am glad to see you still meet with success.

With reference to my private and confidential Note, no answer is required further than to say whether you wish to withdraw the Letters referred to, or to have them formally brought to the notice of His Excellency, and your decision in this matter my Colleagues and myself desire should be given without delay, and you will please telegraph me from Guelph to-morrow. If explanations were sought, or required, of course, the time of reply mentioned in your Note would not be unreasonable.

TORONTO, 23rd February, 1869. M. C. CAMERON.

IX. TELEGRAM TO THE HONOURABLE M. C. CAMERON, PROVINCIAL SECRETARY, TORONTO.

Received your Note demanding an immediate reply by telegraph. Cannot withdraw the Letters. I write reasons by this morning's mail.

GUELPH, 25th February, 1869. EGERTON RYERSON.

X. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

(Private).

I received your Letter of the 17th instant, at London; but, as my whole time, late and early, was occupied in either going from one County to another, or holding each day a County School Convention of several hours continuance, I have not been able duly to consider your suggestions, much less to reply to them. But, in your note addressed to me at this place, and received last night, you demand an immediate reply by telegraph, without explanations. I have replied by telegraph that I could not withdraw the Letters in question. I now write a few hasty lines, though weary and almost exhausted by other labours.

I doubt not the sincerity of what you state and the kindness which has prompted your suggestions; but, with my convictions of what I believe is due both to the public and myself, I cannot withdraw the Letters to which you refer.

I understand you as intimating my dismissal from Office in case I do not withdraw the Letters in question. I have made up my mind for such a result. I have been poor; I know from experience what poverty is; but it has no terror to me, in comparison with a sense of personal dishonour and shame, or of unfaithfulness to great principles of constitutional right and liberty.

I bow to the decisions of the Government and obey its directions, whatever they may be. Therefore, on receiving your Official Letter of the 8th instant, directing, by command of His Excellency, compliance with the requirements of the Honourable the Provincial Treasurer Wood's Letter of the 23rd ultimo, I wrote immediately to Mr. Hodgins to obey it in every particular.

There is, however, a question of vital public interest involved in your suggested withdrawal of my Letters; and I am not prepared from any personal considerations of office, or gain, to sacrifice what I believe to be a right sacred to every inhabitant of Canada,—the right of complaining to the Governor-in-Council of what he believes to be a wrong done to him by any one Member of the Government.

In my Letters in reference to the proceedings and orders of the Honourable Treasurer Wood, you say:—

"Each Member of the Government considers them a reflection upon the Government as a whole and upon every Member thereof, as all are responsible for the official acts of each."

If what is true as to responsibility in respect to united public policy, or of the approved acts of each Member of a Government, is true in the sense to which you apply it, then the Commissioner of Crown Lands, or any other Member of the Government, may do an act of injustice to any individual, or section of the community, and any individual, or party, complaining of it to the Government must be told that his communication is "a reflection upon the Government as a whole, and upon each Member thereof," and there is no redress, or even consideration of the complaint; and, if the individual complaining holds an Office under the Government, he becomes liable to instant dismissal. Such a doctrine, it appears to me, establishes, under pretexts of Responsible Government, an oligarchy of the worst kind, and at variance with the rights of every citizen of Canada.

I disclaim having reflected upon the Government as a whole, much less upon every Member thereof. My Letters contain ample evidence to the reverse. Nor has such a construction been put upon previous Letters of mine of a similar kind.

In 1846-7, the Honourable the Inspector General of the day communicated to me a Departmental decision, which I regarded as unjust to myself, and at variance with the intentions and provisions of the School Law. I appealed to the Governor General-in-Council on the subject; but, so far from being told that my Letter was "a reflection upon the Government as a whole, and upon every Member thereof," my Letter was taken into consideration, and was referred to the Attorney General, (Draper), who advised the Governor-in-Council that I was right, and the decision, and the instruction of the Inspector General was set aside.

Two years later, in 1849, under the administration of the late Honourable Robert Baldwin, the Honourable Malcolm Cameron, then a Member of the Government, brought into Parliament a School Bill, which provided for the change of our whole School System, and which was intended, as the Author said to some friends of mine "to slide me out of office." I remonstrated to the Government against the provisions of the Bill; and suggested essential Amendments to it. My remonstrances were considered; and the Author of the Bill professed to adopt my Amendnemts. The Bill was passed through Parliament on the last day of the Session, and proved to retain all the clauses to which I had objected, and only one, or two, verbal Amendments which I had suggested. The day I saw the Bill after it had become a Law, I told the Premier,—Honourable Robert Baldwin,—that my office was at his disposal, as I would never administer a Law which was contrary to the conditions on which I had accepted, and held, office,

and which I believed was inconsistent with the sacred rights of parties and would be injurious to the Educational interests of the Country. Mr. Baldwin said that, although technically responsible for the Bill, in the midst of the confusion caused by the burning of the Parliament Buildings at Montreal, he had not examined its provisions, and desired me to state my objections in writing. I did so in an Official Letter, dated the 14th July, 1849, in which I severely exposed the whole mode of procedure in the introduction and passing of the Bill, as well as the objectionable character of many of its provisions. But, I was not told by the "Father of Responsible Government" that my Letter was "a reflection upon the Government as a whole and upon every Member thereof." On the contrary, my representations were considered as well founded by the Government as a whole; and I was even authorized to administer the Department during four months, regardless of the provisions of the objectionable Act, until a new Bill could be prepared and passed into Law, in accordance with my suggestions,—which new Bill became the School Act of 1850,—the charter of our present School System.

I think that the Honourable Chief Justice Draper, and the late Honourable Robert Baldwin knew what were the true principles of Responsible Government, as well as what were the rights of individuals, whether out of office, or in office,—even as humble as myself. [In the Cameron case, see page 223 of the Eighth Volume].

If the statements of my Letters in question are unfounded, or if the suggestions which I have therein submitted to the Governor-in-Council are unworthy of consideration, I am prepared to give effect to the decision, however I may be individually convinced that such decision will be less economical, less efficient, and less convenient to all parties concerned than the mode of procedure heretofore pursued in the Education Department. But I am not prepared to withdraw my Letters, which I believe are founded on fact, and which were written with a view to public economy and the educational interests of the Country, whatever may be the consequences as to my official position and means of future support. I leave the result to the judgment of the Legislature and of the people of Upper Canada, and commit my all to the gracious Providence of Him whom I have endeavoured to serve in serving my native Country from my youth.

GUELPH, 25th February, 1869. EGERTON RYERSON.

POSTSCRIPT. I have written the foregoing Letter on such paper as I have without any means of consultation, or of referring to Letters, or Authorities.

I have felt that I have had a mission in establishing and fitting up the practical details of a System of Public Instruction for the people of Upper Canada; but, if I am arrested in that work, I shall regard it as an indication that I should undertake for the next five years the more comprehensive work of commending to the people as free a system of Civil Government as I have during the last twenty-five years devised and developed for them a Free System of Education;—a system of Government, under which every head of a Department shall be made as directly and fully responsible to the Legislative Assembly, as I proposed in my Letter to you of the 30th ultimo, the Head of the Education Department should be,—a System which will make the individual Heads of Departments the Servants of the Legislature, rather than its Dictators,—a System which will abolish the oligarchy of party tyranny and corruptions, and give the Parliament its true dignity, and to the people their real majesty;—a System, which, in its full development, will add as much to the value of property and of various industries as it will to the freedom and ultimate independence of our Land. I know of wealthy men who have urged such considerations the last year, or two, and who, I believe, will contribute all needful means to lay a broader and stronger foundation for the future civilization and independence of this Country. Through the issue which you have raised, I look beyond the petty personal questions and interests involved to what relates to the institutions and future of the entire Country; and I, therefore, feel quite indifferent as to what you and your Colleagues may do in regard to myself.

E. R.

CHAPTER VIII.

PERSONAL CORRESPONDENCE WITH DOCTOR RYERSON TO INDUCE HIM TO WITHDRAW HIS OFFICIAL LETTERS TO THE GOVERNMENT.

Having learned from Members of the House of Assembly that a combination of certain Members supported Mr. Wood in his movement against Doctor Ryerson, I wrote to him constantly on the subject, while he was absent from Toronto, holding the County School Conventions. I also several times interviewed both the Premier, (the Honourable J. S. Macdonald), and the Honourable M. C. Cameron, Provincial Secretary, to see if I could not induce them to take a less extreme view of the case, but, in that, I was unsuccessful, as they felt that they could not depart from the position which they had taken in the matter, and that either the Letters must be withdrawn, or dismissal would be the consequence of refusal to do so. They were both personally very kindly disposed to Doctor Ryerson, but they keenly resented his contrast of their treatment of him and that of the Honourable Mr. Draper, and of the Honourable Robert Baldwin, in similar cases, which he cited, when both of these Premiers not only listened patiently to the objections which he urged against his treatment by their Colleague, but by Order-in-Council they set aside the act of their Colleague, against which he had protested.

Doctor Ryerson left Toronto to hold the County School Conventions, (of which he had given notice by Circular in January), soon after he had written his Letter of remonstrance against the proceedings of Mr. Wood.

After holding his first Convention Meeting, he wrote to me the following Letter: —

I. Doctor Ryerson to J. George Hodgins.

I am quite well to-day, and, to-night, better than since I left home. I had a hard and cold drive, yesterday forenoon, from Brantford to Simcoe, through the furious Snowstorm, in an open Buggy; but I had a grand rest last night, and am all right to-day. Coming from Simcoe here in a Sleigh—25 miles—in three hours, the Horses being driven at what was called their usual travelling gait by the Livery Stable Keeper's Son. The Meeting at Brantford approved of County Superintendents, as qualified, but wished their appointment by County Councils, as did the Convention at Simcoe.

The 9th and 10th Sections of the School Bill were negatived, but the rest of the Bill, and the Grammar School Bill were approved.

This afternoon at an intelligent and most excellent Meeting, all the Common School Bill, except the latter clause of the 10th Section, was adopted, as also the Grammar School Bill.

I have now got hold of the prevailing tones of thought and objections, and I know how to meet the latter, and conciliate and satisfy the former.

The Grammar School Bill is all but unanimously popular, and all the provisions of the Common School Bill after the 10th Section.

I have received your Letter at this place with Enclosures and the printed Programme and Report of the Educational Committee.

I have no doubt now of the necessity of my Tour.

Brantford, February 4th, 1869. Egerton Ryerson.

II. J. GEORGE HODGINS TO DOCTOR RYERSON.

Mr. Duggan has just called to say that Mr. Sandfield Macdonald is very much displeased with your Letter about Mr. Wood's conduct in regard to Atkinson, etcetera, and even intimated that your Letter should be withdrawn, or serious consequences would follow to you. He said they had stood by you, and let you have a good deal your own way, but that they could not let you do everything.

The Globe has another characteristic attack on the Depository this morning. I can clearly see that they will now try and make out a formidable case, and likely, as a conclusion move that you do not possess the confidence of the Country, and should be relieved of your office, and that those in intimate relations with you be also sent adrift. The Proceedings of the Public Accounts Committee seems to point in the same direction, and likely foreshadowed the attack of which Sandfield warned you.

I learned yesterday that *The Globe* sent a Reporter specially to Brantford to report your speech. They are apparently anxious now to get your utterances, when away from Toronto, so as to use them against you if they can do so in any way.

I send a copy of the Report of the Committee. I am now sending them out to the Local Superintendents, and the Newspapers of the Counties where you will be shortly.

TORONTO, February 5th, 1869. J. GEORGE HODGINS.

III. DOCTOR RYERSON TO J. GEORGE HODGINS.

Had an excellent Meeting yesterday. The whole Common School Bill was adopted without amendment. The Grammar School Bill also, with the omission of Villages.

I received yours with the enclosed at Barrie. I have written to Mr. Cameron, as you desired, and have requested him to write to you, and afford you every facility to make the Returns asked for by the House of Assembly as perfect as possible.

The Meeting to-day at Barrie was as disagreeable as that at Newmarket yesterday was agreeable. The County Council was in session and had adopted certain Resolutions against most of the provisions of the Common School Bill, and the Chairman of their Education Committee came to the Meeting with the whole Council to move these Resolutions against County Superintendents, prescribed qualifications, and, I imagine, nearly all the other provisions. I did not know this until about the middle of the Meeting, after motions had been made and adopted to strike out clause after clause, until the 9th clause was struck out, when the fact of their preliminary proceedings happened to be drawn out by a jocular remark of Mr. McKendry, who supported the Bill throughout. I pointed out the discourtesy of such a mode of proceeding,—as inconsistent with the very idea of conference, or consultation. Some of the Councillors took great offence, and left the Meeting. There was quite a scene for awhile. But the Warden presided to the end, some of the Councillors remained, and all the other provisions of the Bill were approved; two of the Councillors moved and seconded a vote of thanks to me, and the Warden regretted that any had left, as his own mind had been changed in regard to several provisions by the explanations which had been given.

COLLINGWOOD, February 9th, 1869. EGERTON RYERSON.

IV. J. GEORGE HODGINS TO DOCTOR RYERSON.

I enclose you the only two Letters received from the Government dated the 8th of February. They are short, sharp, and decisive.

After reading the enclosed Letters, please let me know what I had better do. Probably you will write yourself.

The *Hamilton Spectator* has a most admirable article in the best style of the *Saturday Review* on the Cockburn episode.

TORONTO, February 9th, 1869. J. GEORGE HODGINS.

V. Doctor Ryerson to J. George Hodgins.

I received yours with enclosures at Goderich and Stratford.

Everything has been passed according to my recommendation at Owen Sound, Goderich and Stratford. My triumph over all preconcerted opposition was most complete at Owen Sound and Goderich, and, with two slight exceptions, at Stratford. I scarcely ever witnessed such a scene as at Owen Sound, where four Local Superintendents and the Grammar School Master had plotted a formal defeat of most of the clauses of the Grammar School Bill, and had boasted that I would not know the Bill after the Meeting, and who, in moving their first amendment made a most sweeping attack upon myself, on the Committee of the Legislative Assembly, and on the Council of Public Instruction. I replied to them in a speech, or "oration," such as I have not delivered for years. The Meeting laughed and cheered, and when the vote was taken, the whole Meeting went with me, except the five men referred to, and one witty fellow, who had made fun of them before the Meeting began.

I got to Owen Sound about 8 p. m.—the Meeting continued until after midnight. I did not go to my Hotel until one o'clock, and had to get up and leave at half-past three. I went in the stage to Durham, and thence to Walkerton by special conveyance. I got there at one, and got through the Meeting at six. I left at seven for Lucknow, by special conveyance, where I arrived at one in the morning, and got on from thence, starting at eight, to Goderich at half past twelve.

I go on to Sarnia by an early train to-morrow morning. By all means attend to the very letter of the directions from the Provincial Secretary, and the Board of Works. The practice of them will so illustrate their absurdity in many respects that the result will be more favourable than if they had yielded to persuasion and remonstrance.

London, February 14th, 1869. Egerton Ryerson.

VI. Letter from J. George Hodgins to Doctor Ryerson.

In my note of yesterday I had reference only to one of the two "obnoxious" Letters the Atkinson one stands on a totally different footing.

It is a well known fact that, if you were in the Cabinet, no other Cabinet Minister would interfere with your appointment. The effort clearly now is to reduce you, (even when restored to the fullness of your position under the old régime), to that of a mere subordinate, without responsibility, or free action. Whether in the Cabinet, or out of the Cabinet, the proposed plan of Departmental action is most unfortunate. It has damped the ardour, I believe, of everyone in it, and must do so even unconsciously. I see in it an evil influence for the future. Changes may be advisable from time to time, but to make them in an arbitrary and peremptory way, as in this case, is most unjust to those acting under the old system, against which no fault is found, and so the present action is tyrannical in the extreme. I have been impelled to write my thoughts fully with a view to aid you to look at the whole matter in every light. *The Globe* has to-day a good notice of the Hamilton Convention.

Toronto, February 18th, 1869. J. George Hodgins.

VII. J. George Hodgins to Doctor Ryerson.

I have been so puzzled about the apparent contradiction between Mr. Cameron's official and his private Letters, that I have looked the matter up and have found the explanation.

On the 1st instant you wrote a third Letter, saying that, "for reasons set forth in your Letter of the 29th ultimo, you prayed for the issue of the Warrants asked for on the 2nd and 22nd. It was to this Letter of the 1st that a reply was received, and not to either of the other two of the 29th and 30th of January, which the Government now wishes withdrawn. I understand that Mr. Wood wanted his Colleagues to go much

further, but that they were not disposed to do so. In the official reply of Mr. Cameron of the 8th of February, you will see that he gives the authority and sanction of His Excellency to the Letter of instructions from Mr. Wood, of the 23rd of January, without His Excellency knowing that you had remonstrated against them, although intimated in the Letter of the 1st instant. In this they have the advantage, and, coupled with the fact, that unlike Mr. Draper and Mr. Baldwin, they do sustain their Colleagues, or rather assume his acts; there is, therefore, clearly no appeal.

I see two ways to deal with the matter. The first and most natural one would be to "fight it out" even against odds, looking the consequences steadily in the face. The second is one which I have revolved over and over again in my own mind, and it appears to me to be the wiser and more effective course. It would be to accept frankly Mr. Wood's disavowal, as expressed in Mr. Cameron's Letter, (or get it more explicitly from him,) and either withdraw, or modify the Letters, provided they will modify the peremptory character of the official Letters from both Mr. Wood and Mr. Cameron. This they should do, as they are impracticable, as at present worded, and will perforce have to be modified in working. This, without their consent, might involve us in trouble, with Mr. Cameron's Letter before us, giving His Excellency's command to obey Mr. Wood's instructions, and all others in full. Besides, the principle involved is not of any importance, compared with the Malcolm Cameron trouble of 1859. It is simply one of authority in the Department. By and by, such things, as in the Langton case, settle down as a matter of course.

Had the proposed changes been brought about courteously, and not peremptorily, there could have been no objection to them on principle, provided the School Law were modified, and the details adjusted to your satisfaction. Besides, in an open war, which would probably follow, public feeling would have little sympathy with the personalities of the case, and they would be dwelt upon with gusto, while the merits of the case would be forgotten, or perverted. In such a contest, your enemies would be strong, powerful and united, and would be only too glad to aid the Government in your humiliation and defeat. It strikes me too, that *The Globe* Depository crusade will be to you higher game, and in it you will have a fine field to meet the crusaders, without being embarrassed with this personal matter with the Government. Besides, the excellencies of our system of management can be brought out in such a discussion, and the present battle might even then be fought under a nobler guise than at present. Or, in reply to Mr. Cameron's Letter, or in another reply to Mr. Wood's, (the first being withdrawn), you could re-argue the whole case, showing its illegality in part (*i. e.*, contrary to the Statutes)—that an appeal is lawful and right, and cite our own two precedents, (already given), of Mr. Cayley and Mr. Malcolm Cameron,—you could show the crudeness of the present scheme, and cite our own former practical experience of it. All this could be done most effectively in a style and spirit, to which the most fastidious could not take exception. Besides, if you liked, you could show that the new scheme involved a system of financial centralization and patronage in the hands of the Government, and that payment and audit were in the same hands,—that among the other Educational Establishments, deriving their Endowment from Public Lands and Revenue, ours alone was singled out, and that, after a Parliamentary Committee had expressed its strong commendation of our system of management, and its accuracy of detail. There are other points which will occur to yourself, and I only put these down for what they are worth, to be used by you, or not.

It seems to me that, laying personal feeling aside, you could, if so disposed, put the matter so strongly that, in case of after publication, it would tell most favourably, compared with what it would do now. Of course, you could intimate that the will of the Executive is law, backed up as it is by the command of His Excellency.

I have been so impressed with this matter that I have felt urged thus to write to you, so that you could think the matter well over before your return home.

Would it not be well just to acknowledge the private note of Mr. Cameron?

TORONTO, February 17th, 1869. J. GEORGE HODGINS.

VIII. Doctor Ryerson to J. George Hodgins.

I received yours of the 17th instant at London last night. Any language I can employ would feebly express my own convictions of the high and noble feelings of your heart and head, and I doubt not the perfect sincerity of what you state and profess. I believe you incapable of stating, or suggesting, what you do not think to be correct, and for the best.

In my official Letters, to which you refer, I had no intention to reflect upon the Government, much less upon each individual Member of it. My appeal was to the Government against what I believed to be unjust to myself, and unwise, if not illegal, on the part of the Honourable Treasurer, E. B. Wood. But, as my Letters are regarded as unjust, in reference to the Government, much more to each and all of its Members; and, as they are so regarded, I readily accede to your friendly suggestions and withdraw them.

In the meantime, I beg to say, that the sooner I am now relieved of my present Office, the more it will accord with my own feelings. Not a single request, or recommendation, that I have made in regard to the Education Department since the inauguration of the Ontario Government has been acceded to, except the appointment of a Parliamentary Committee to consider my suggestions on School matters, and to inquire into the state and working of that Department.

In regard to the question of Salaries to certain officers, I was the first to inform Mr. Wood how I had paid them, and to propose paying them in one sum. That was in January, 1868; but he appeared, or affected in the House, to know nothing about it. I, although I understood from the Premier, that the Salaries would be fixed according to my Letter to him, which he read to the House, yet nothing of the kind was done. And when I afterwards stated, in an Official Letter that I would continue to make the payments until a new Order-in-Council should be issued, and did so with the perfect knowledge of Mr. Treasurer Wood, and urged the Premier, from time to time, to have the question settled by Order-in-Council, and was at length told by the Premier that the matter of Mr. Hodgins' Salary would be satisfactorily arranged; yet Mr. Wood sought, in the House, to throw the whole responsibility of such payments upon me, by saying, in reply to Mr. Blake, that my proceeding was not satisfactory; and the hope inspired in my mind by the Premier as to any Salary being satisfactorily arranged was extinguished by Mr. Wood's declarations and recommendations to the House. And, notwithstanding, the Premier's declaration to the House that no change should be made in the Department, while I continued in charge of it, I found in less than a week after the close of the Session that everything was to be changed, and the change was even to be made retrospective.

You say that this policy is the act of each one and all the Members of the Government; I cannot doubt your accuracy; but the only inference I can draw from it is, that whatever friendly feelings may be entertained towards me personally, I do not, in my official relations, enjoy the confidence of the Government.

I am prepared for the results; I have been poor; and poverty has no terrors for me; and I would rather be poor, with the consciousness of self-respect, and of having been a faithful friend and an honest public servant, than of enjoying the advantages of position and emolument, with a sense of distrust and hostility on the part of the Government.

For the time being I will do what I can to secure the co-operation of the Country to render the School Laws as perfect as possible, and to make the Programmes of School Instruction such as the progress and interests of the Country demand, and to see that all branches of the Department are as efficient as ever; but the pleasure and buoyant hopes of former days in my work are past; and I have now little expectation,—as I had fondly anticipated,—of being able in a more retired, but not less cordial relation,

to fill up the details and supply deficiencies in the work which has so long occupied my best days, and all my poor abilities.

ST. THOMAS, February 19th, 1869. EGERTON RYERSON.

IX. LETTER FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

I do not know which of my Letters related to Mr. Wood's personal conduct towards myself, and which related to his directions as to the Department. I will retain the right of making such remonstrance and appeal, and such suggestions on the grounds you state, as well as on other grounds. But as I have not time to compose my thoughts and deliberate fully, and write properly, I propose to set down what occurs to me, and come home and we will review and consult together on the whole affair.

I have written to Mr. M. C. Cameron an account of my Meetings, and stated that I had not had time to reply to his Letter of the 17th instant.

The Meetings yesterday and the day before adopted all my recommendation, notwithstanding an attempted *Globe* opposition. I had both Meetings altogether with me.

GUELPH, February 24th, 1869. EGERTON RYERSON.

X. TELEGRAM TO THE REVEREND DOCTOR RYERSON, WHITBY.

I have seen J. Sandfield Macdonald and M. C. Cameron; after conversation I see no option but to withdraw your Letters to the Government. Would earnestly urge it at once.

TORONTO, March 1st, 1869. J. GEORGE HODGINS.

XI. TELEGRAM TO THE REVEREND DOCTOR RYERSON.

Am anxious to get reply to my Telegram to-day.

TORONTO, March 1st, 1869. J. GEORGE HODGINS.

XII. DOCTOR RYERSON TO J. GEORGE HODGINS.

Held the Convention. It was large and very hostile to the Government. It desired County Superintendents to be appointed and paid by the County Council alone, and adopted all the other provisions of both School Bills.

I received your first Telegram in the middle of the Meeting, your second at supper. I stand upon the ground I have taken and abide by what I have done in the strength and by the grace of God.

WHITBY, March 1st, 1869. EGERTON RYERSON.

XIII. J. GEORGE HODGINS TO DOCTOR RYERSON.

I have had quite a day of it in seeing Cameron and Sandfield Macdonald. I have gone over the whole matter with both, and telegraphed you the result, I hope you will not fail to reply in the way I have suggested, for I see no other way out of the difficulty.

I went down this morning about nine to Mr. Cameron's house and saw him. I detailed all I had done, and the object of it, and how it effectually met the case, and I then suggested that, as the matter was thus satisfactorily settled, that if the Letters were modified, in accordance with what we had agreed upon, I would not hesitate to withdraw your Letters. I discussed the whole matter pro and con with him for some time, and he entered into it in a good spirit. He said, however, that Mr. Wood's Letter was simply a Departmental one,—that there was nothing objectionable in it, and that, therefore, he could not see how it could be withdrawn.

He was friendly, and spoke of you in the highest terms. I did all I could with him. He asked me if I knew Sandfield. I said, slightly. After I came to the Office, and thought the matter over, it occurred to me that it would be well to see Sandfield himself, so down I went, and had quite a talk with him.

He was really friendly, and went into the matter pro and con with great freedom. He spoke of you very kindly and well, and even argued the point on both sides. He showed me that there was, however, no way to get out of it, but simply to withdraw the Letters; by doing so, the whole matter would be dropped, and there would be an end to it. With Cameron he could not see how they could withdraw an unobjectionable Department Letter, and intimated that, even if ever so well disposed, they could not compel, or induce, Mr. Wood to do it. He also said that your persisting in what was not wise, nor expedient in itself, you gave them immensely the advantage, and Messieurs Blake and Brown a great handle against you. It was one of those official Departmental questions that those opposing them placed themselves in a false position.

He further said that had you done, as he supposed you would have done, (enclosed the Letters to him), he could have read them over, and told you exactly how they would be received; but you preferred to send them to the Secretary, and thus place them on file at once, so that they became public property. He reiterated his strong personal regard for you, and said that he still maintained all that was said in the Official Letter, declining your Resignation, and that he had dictated, or suggested, the private Notes to you before taking any steps. He said he also went over the papers which had reported Mr. Wood's Speech in the House, and could not find anything so strong as you attributed to him, and that Mr. Wood disclaimed any unkind feeling, etcetera. In fact, I can scarcely recall all that passed between us, but I was impressed with two things,—First, his kindness of feeling towards yourself, and second, the disadvantage we are placed in, under all the circumstances, in pressing the thing any further. I, therefore, feel no hesitation in urging you, under the circumstances, to withdraw the Letters and let the thing drop. When I see you, I can tell you other matters about which we conversed; but I saw the hopelessness and inexpediency of taking ground against Sandfield, without gaining any particular object, as things stand now.

He says, he feels you took them very short. After having so kind and complimentary a letter written to you, about your resignation, you turned round and gave them a stab, and lectured him in such a way, over Wood's shoulders, that they cannot deal with it except in one way.

I think the great mistake was, (as he said), in not sending the Letters to Sandfield himself first, and going over the matter with him. What you then objected to might have been set right, as he felt disposed to do so, when he talked to you about it, but as the case is now, he has to do with the simple question whether he will sustain you, or his Colleagues.

My own convictions are, that you would do wisely to let this matter pass over, and an opportunity may arise hereafter to state your views most effectively, and with less offence.

I hope you will telegraph without delay, as the matter will be finally disposed of to-morrow forenoon. I hope and trust you will be guided aright, and, in this way, act upon my suggestions. It is, I am convinced, for the best.

TORONTO, March 1st, 1869. J. GEORGE HODGINS.

XLV. TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Will not depart from what I have stated. My trust is in God.

WHITBY, March 2nd, 1869. EGERTON RYERSON.

XV. TELEGRAM FROM J. GEORGE HODGINS TO DOCTOR RYERSON.

Received your Letter and Whitby Telegram. I have written you at Port Hope. Read my Letter and then most carefully weigh my reasons. Reply without fail, as Executive Council meets to-day.

TORONTO, March 2nd, 1869. J. GEORGE HODGINS.

XVI. TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Just received your Letter; have telegraphed Sandfield to withdraw my Letters until my return to Toronto, when I will discuss the whole matter with him.

PORT HOPE, 2nd March, 1869. EGERTON RYERSON.

XVII. THE PROVINCIAL SECRETARY TO J. GEORGE HODGINS.

Herewith I beg to hand you Doctor Ryerson's Letter of the 1st of February, 1869. The others I handed to the Attorney General to-day, on the authority of Doctor Ryerson's Telegram. Of course, on application to him, they will be given to you.

TORONTO, March 2nd, 1869. M. C. CAMERON.

XVIII. J. GEORGE HODGINS TO DOCTOR RYERSON.

The anxiety I have undergone for the last few days has been very great. After talking with Sandfield Macdonald I saw it would not be worth while entering into a long and bitter conflict of doubtful issue. Fighting outside of the Department would be a new phase in the contest, which I could not bear to contemplate. Besides, the future of our Department, and work, with you separated from it during your lifetime, would be most disastrous to it, I think. I have little heart in the work now, even with you in it, but it would be quite gone if you were separated from us.

I feel convinced that the affair has been overruled for good, and I have no doubt you can, by talking with Sandfield, come to a good understanding for the future.

From the enclosed you will see that Mr. Wood, (although he approves of the arrangement made), declines to sign it. His approval too is contained in a separate note. Fortunately I had enclosed him a copy of the arrangement agreed to yesterday, in an Official Letter, which cannot now be ignored.

The latest phase in the Board of Works arrangement is, that they have now employed our old Carpenter to do our work; they find they cannot better our arrangements, so they employ our man! It is simply a change of Masters, without the advantage of having any one to oversee how the work is done, and what time is spent on it. Of course we have no power now to interfere, or look after it in any way. And this is economy!

I find they have to order paper from Buntin, and only pay him every six months. By this means they lose the discount of 10% for cash, which we were always getting, and which we could get now if left to ourselves.

Your Telegram from Port Hope was a great relief. I sent down to Mr. Cameron to get your Letters, but the Attorney General had just got them from Mr. Cameron.

TORONTO, March 3rd, 1869. J. GEORGE HODGINS.

XIX. J. GEORGE HODGINS TO DOCTOR RYERSON.

Mr. Hunter, the Printer, was here to-day to say that there was some hitch about printing the Returns, on account of the expense, etcetera, so I went down to see Sandfield about it. He was friendly, and seemed to be quite relieved by your Telegram.

I told him a few things which seemed to be news to him. I said I believed, and so did you, that this special return ordered in the House about our Salaries by Mr. Blake, and Mr. Wood's conduct was all of a piece, and then told him what Mr. Langton said to Mr. Wood, that only for Confederation, he, Langton, would have set things right, as he was not satisfied, etcetera. I told him that the Return to the Legislature should, in justice to us, be printed in full. This he though but reasonable. All was taken in good part, and so I left him.

TORONTO, March 4th, 1869. J. GEORGE HODGINS.

XX. DOCTOR RYERSON TO J. GEORGE HODGINS.

I have received all your Letters, with Enclosures. I think you have acted a friendly, nay, a judicious and able part in the matters to which you have referred.

I think, as the matter now stands, we are in an advantageous position. The feelings expressed on the part of both Messieurs Cameron and Sandfield Macdonald, as detailed in your Letter, especially on the part of Sandfield,—render it not only practicable but even a duty for me to withdraw my Letters, until I could return to Toronto and discuss the whole matter with him.

This is a very different thing from the absolute and peremptory withdrawing of them, as demanded by Mr. Cameron. It leaves me free to act according to circumstances, —relieves the Government from embarassment,—prevents possibly disastrous consequences to the Education Department and School System, and opens the way to bring about a better state of things. I have many plain and important things to say to the Attorney General, when I see him. I like very much his apparent tone of feeling, as stated in your Letter. I do not think it is expedient, or wise, to ask them to do more than they have done, in regard to Mr. Wood's Departmental arrangements. Iam glad you have given the Attorney General the information, which you have, in regard to the Returns, —and the apparent conspiracy in connection with it.

The Meetings have been largely attended and most satisfactory, except at Whitby, where there was a great deal of bitter political feeling against the Government, and identifying the Schools Bills with it;—and at Peterborough, where the Meeting had been packed, (I was told), by the Local Superintendent and Mr. Dixon, (the Grammar School Master), to get themselves recognized by law as qualified for the Office of County Superintendents, without an examination. It actually carried in the Meeting; as also another amendment, to have six, or seven, Districts in all Upper Canada for the examination of Teachers, and by a Board of County Superintendents. But, with these exceptions, all has gone as I desired. The Meeting at Cobourg was large, intelligent and harmonious, the discussions were, upon the whole, the most candid, intellectual, and enlightened of those of any Meeting I have attended. Both Bills, as proposed, were adopted without any amendment.

The Warden, Mayor and other Persons have called upon me since I commenced this Letter.

BELLEVILLE, March 5th, 1869. EGERTON RYERSON.

XXI. DOCTOR RYERSON TO J. GEORGE HODGINS.

I went from Belleville to Picton in a fearful storm. The Convention there was very large; the discussion was good. Mr. Greely supported all the clauses of the Common School Bill, until we came to the 10th and 11th, both of which he opposed in a very courteous style and spirit, and carried the Meeting with him. The other clauses were all approved.

The Convention at Napanee was large, but the discussion was passionate and violent. The Township Superintendents, (Messieurs Clarke and Dufrene,) had held Meet-

ings against the Bill and discussed it with their supporters. They fought for the office of Township Superintendent, as for life. The majority of hands were clearly in favour of County Superintendents, but the Chairman, who was on the side of Township Superintendents, decided that he thought the majority rather in favour of Township Superintendents; but the Meeting adopted all the other clauses of the Bill to the 10th, which was voted against, and I think the 18th.

The Meeting at Kingston to-day was large from the Country. A local Superintendent, (Mr. Chambers), seconded by another Township Superintendent, (the noted Mr. Babcock), fought as for life for the office of Township Superintendent, assisted vehemently by Mr. Calvin, M.P.P., but the majority of the Meeting was against them, and voted for the Common School Bill throughout. It was a great beneficial victory over ignorance and littleness.

KINGSTON, March 9th, 1869. EGERTON RYERSON.

XXII. J. GEORGE HODGINS TO DOCTOR RYERSON.

I feel more and more the necessity for you to write an Official Letter, after you have had a good talk with Sandfield, asking to have your Departmental relations clearly defined. They have been all changed without consultation, or friendly arrangement, and even in a hostile spirit. Since Confederation, Sandfield himself is, I think, really friendly, and will meet you in the right spirit, so that I trust it will all yet be what we desire. Every day I feel so relieved that the matter has blown over. Still it is known outside that there has been some kind of a breeze, so that a Letter on the subject at a proper time, and without feeling, will be necessary to meet the expectations of the public, in regard to some "correspondence" which it is known to have passed on the subject. However you will, on reflection, know what is best to do.

Things go on smoothly in the Office, and I keep everything moving with its accustomed regularity, but I do not feel any heart in the work.

TORONTO, March 11th, 1869. J. GEORGE HODGINS.

XXIII. DOCTOR RYERSON TO J. GEORGE HODGINS.

The Convention here, at Brockville, was a very good one, but there was a majority against the 10th, 11th 18th and 26th Clauses of the Common School Bill. The Grammar School Bill is very much approved.

The first nine clauses of the Common School Bill were adopted with very little opposition. The Editor of the *Brockville Recorder* was the Secretary of the Meeting, and was with me throughout, but the people east of Cobourg are very stingy in School matters. You will see by the Returns that they pay thir Teachers little more than half of what is paid to Teachers by the people west of Toronto,—they do not seem to be less intelligent people, but they are narrow and contracted in their views on all public matters, having the lowest and most material ideas of the office and labours of Teachers. One may as well reason against a stone wall, as to reason against their pockets, or persuade them that they ought to give a cent more to their Teachers than they have been accustomed to give.

BROCKVILLE, March 13th, 1869. EGERTON RYERSON.

XXIV. J. GEORGE HODGINS TO DOCTOR RYERSON.

I shall be rejoiced to have you home again, for I am so often perplexed about the Wood episode, and other things. On Saturday he wrote to us three Letters, all of them in an unpleasant strain. He has the power, and he is determined to make us feel it. He denies the purport of the conversation which I had with him on the day

you and I went down to see him about the Normal School Grant, and he says that I never told him that we had Accounts of 1868 to pay, on behalf of the Normal and Model Schools and the Depository, which I did. However you can look into the whole matter when you return.

TORONTO, March 15th, 1869. J. GEORGE HODGINS.

XXV. DOCTOR RYERSON TO J. GEORGE HODGINS.

I think there is a good deal of force in Mr. James Campbell's Text Book Letter, and I endorse it almost entirely but I am afraid we will find great difficulty in attempting to deal with Authorship and Editorship.

I know that this is a favourite idea with Doctor McCaul, and I doubt not he anticipates a large interest in it in the future. However, I am disposed to go in that direction as far as I can.

I see already the object of Wood's Letters about the Accounts and I think your answers are most conclusive and irresistible, and should make him feel very small.

The School Meeting here,—at Cornwall,—to-day adopted all the clauses of both Bills.

CORNWALL, March 16th, 1869. EGERTON RYERSON.

XXVI. J. GEORGE HODGINS TO DOCTOR RYERSON.

I have to-day rented my House, with the view to moving into a less expensive one, for the loss to me of $500 a year Salary as the result of Mr. Blake's action in the Legislature, is too serious a matter to face the future with, on the same scale as before, but dire "necessity knows no law."

Mr. Wood has sent to get "the particulars" of your late travelling expenses. You will please let me have them.

I sent you *The Globe* of yesterday, with a characteristic attack on you, in regard to the admission of Girls into the Grammar Schools. Your Memorandum in regard to the Conventions was also inserted.

TORONTO, April 2nd, 1869. J. GEORGE HODGINS.

CHAPTER IX.

REPORT ON INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND IN EUROPE AND IN THE UNITED STATES OF AMERICA, WITH SUGGESTIONS FOR THEIR ESTABLISHMENT IN THE PROVINCE OF ONTARIO, 1868.

BY THE REVEREND DOCTOR RYERSON, CHIEF SUPERINTENDENT OF EDUCATION FOR ONTARIO.

LETTER TO THE PROVINCIAL SECRETARY, FROM THE CHIEF SUPERINTENDENT.

I have the honour to transmit herewith my Report on Institutions for the Deaf and Dumb, and the Blind,—a Report, the materials of which I have collected and prepared, by direction of the Government of the late Province of United Canada, communicated to me October, 1866.

I think it but just to say that I have had no personal experience in giving instruction in, or managing Institutions, of the history, character, and objects, of which I

have treated. I simply state, as briefly as possible, the results of my inquiries and researches respecting them.

While I have drawn the distinctions between the wants and nature of the education of Deaf-mutes and the Blind, and the necessity of separate Institutions for them, I have suggested, at the close of my Report, the method of levying a small special Tax (as before), upon all the property of the Province, to provide a Fund for erecting and supporting these Institutions.

TORONTO, 28th May, 1868. EGERTON RYERSON.

TO HIS EXCELLENCY MAJOR-GENERAL STISTED, C.B., LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO.

May it Please Your Excellency,—

In the Letter of the Secretary of the late Province of Canada, dated Ottawa, 19th of October, 1866, which informed me that it was the pleasure of the Governor-General-in-Council that I should make an Educational Tour in Foreign Countries, the following instructions were given:

I have further to request that you will carry out, as far as practicable, the suggestions contained in the Memorandum, as to collecting information, etcetera, during your Tour, respecting Schools for the Deaf and Dumb, and Blind.

MEMORANDUM OF THE COMMITTEE OF THE EXECUTIVE COUNCIL, ABOVE REFERRED TO:

As it is contemplated to establish Government Schools for the Deaf and Dumb, and also for the Blind, in Upper and Lower Canada, it is respectfully recommended, that, in addition to the general and special educational objects referred to in Doctor Ryerson's Letter, he be requested to visit the best Institutions in Great Britain and on the Continent of Europe, for the Education of these two classes; with a view to collecting information as to the best mode of conducting such Institutions and reporting on the subject to the Government on his return.

Doctor Ryerson should also be requested to ascertain on what terms a competent Person should be procured to take charge of an Institution for either, or both, of the classes of Persons already mentioned.

Heads of Report respecting the Deaf and Dumb.

I now proceed to report the result of my inquiries, and to offer some suggestions for the consideration of the Legislature and public, relative to the establishment of Institutions for the Deaf and Dumb and the Blind. In former years, I had visited and learned the peculiarities of several of these Institutions in Germany; during my late Tour, I visited similar Institutions in five of the neighboring States * in England and in France, on every occasion receiving the most kind attentions from their Managers; and from public Authorities, to whom I felt it necessary in some instances to apply for information, in regard to the legal provisions for the establishment and support of Institutions for these afflicted classes of our fellow-creatures. I will first treat of Institutions for the Deaf and Dumb; and what I have to report and suggest on this subject will be presented under the following heads:

1. The class of Persons for whom these Educational Institutions are required.
2. The nature and difficulty of their education.
3. A sketch of the origin and progress of Institutions for their education.
4. The principal Institutions in Europe and in the United States for the education of Deaf Mutes, together with their methods of instruction.
5. The public provision made for the establishment and support of such Institutions.
6. Suggestions for their establishment in Ontario.

* Although my instructions did not mention the United States, (the omission being, doubtless, accidental), I felt it very important to visit the principal Institutions there, that I might compare them with those in Europe, and judge of their relative adaptation to our purposes in Canada. It will be seen that the most useful part of the information obtained was collected in the United States.

1. *Condition and Numbers of the Deaf Mutes.*

I am first to note the class of persons for whom these Educational Institutions are required. They are those who are possessed of all the intellectual and moral faculties of man; all human susceptibilities and capabilities of pleasure and pain; all the wants of our race; but are deprived, by hereditary, or personal, disease, or accident, without any fault of their own, of one of the five senses of man,—the sense of hearing,—the source of so much pleasure, knowledge and power; and are, consequently, deprived of the use of the organ of speech,—the companion of the sense of hearing,—and of all enjoyment and endless advantages arising from spoken languages. They are, therefore called Deaf Mutes, or Deaf and Dumb,—dumb as to articulate language, but not dumb as to any of the intellecual powers, social and moral sensibilities of our nature. They see, but they hear not. They behold the works of God and man, but are without the power of language to learn, or magnify either; they feel all the wants and sorrows of humanity, and are susceptible of its pleasures, but are destitute of speech to express their wants and sorrows, or to receive and impart those pleasures. The silence appeals to the heart of sympathy more powerfully than any words of the Orator.

Many of these children of deafness, and silence are so from birth; others become so by accident, or disease in infancy; others again, after they have heard and learned something of the use of articulate language. But, with the loss of power to distinguish sounds, soon follows the loss of the power to articulate them.

Some are not absolutely deaf, but are capable of perceiving loud noises, such as claps of Thunder, discharge of Fire-arms, sounding of Bells, or even that of sharp Whistling; and being able to learn and articulate certain words, are called semi-mutes.

Of the various causes of deafness, it is not my purpose to speak; but, whatever be the cause, the unfortunate victim is innocent of it; and priceless is the invention, and noble the philanthropy by which this silent, isolated, unfortunate class of human beings "may be educated in mind and heart, so as to sustain intelligent relations with their fellow-men, and by which the deaf hear the Saviour's promises, and the dumb speak, in language mute, but eloquent, their Maker's praise."

The number of this afflicted class is very considerable. In France, there are upwards of 20,000, or one to every 1,800 of the population; in the United States there are about 13,000, or one to every 1,600 of the population. The actual number of Deaf and Dumb Persons in England is not known; but, it is said the proportion is diminishing. In Ontario, there cannot be less than from 750 to 1,000 of this unfortunate class.

2. *Nature and difficulty of the Education of Deaf Mutes.*

The education of Deaf Mutes presents formidable difficulties, and requires great skill and labour. They are not only to be taught the subjects of ordinary School Education, but the very language in which those subjects are taught; and, in teaching that language, there is no organ of hearing, as an instrument of instruction and knowledge. To the Deaf Mute the world is a world of solitary silence—no harmony of music, no sounds of the elements, no voice of words. He cannot tell his wants and wishes; he has no mother tongue; he has never heard the sound of even the Mother's voice, and is unconscious of his own. He can form no idea of sound, any more than can a blind man of colours. His eye is his only ear, and gesture his only language. But what gestures can express the truths of Science, the doctrines of Revelation, the moral duties and social relations of life? The solution of this problem appears to me one of the most difficult and noblest achievements of human genius and philanthropy. Yet it has been solved; and thousands of this speechless, isolated, unfortunate class,—yet, with unaimed intellects and hearts,—have been restored to society,—have been made useful members of it,—have learned Trades, and acquired the knowledge of ordinary

life; and many of them have made marvellous attainments, not only in the subjects of Common School Education, but in the physical and moral Sciences, in the higher Mathematics, and in Ancient and Modern Languages. Without the instrument, or power of spoken language, they have learned the meaning of its words, its structure, and its use, by writing with a facility, and, in some instances, with an elegance and power truly wonderful. The knowledge acquired by many of them in Natural History, (especially Botany,) the elements of Chemistry and Natural Philosophy, Mental, Moral and Political Science, is equal to that of ordinary Students in the higher schools of learning. Thus, the intellectual and moral, as well as physical, world, is opened to the minds of these children of silence, whose only media of communication are the bodily eye and bodily gestures.

In educating a Deaf-mute, the first step is to teach him the language in which he is to learn,—a matter of far greater difficulty, in the absence of all vocal sounds, than educating an ordinary Canadian child—through the medium of the Greek language, by first commencing to teach him that language. The Principal of the Ohio Institution for the Deaf and Dumb, remarks:

Some persons do not realize, that, when a Child has been here three, or four, years, he is where an ordinary child is when he begins to go to School; and they expect him to accomplish in the remaining two, or three, years what we allow speaking children, with all their faculties, from eight to ten years to secure. It is fair to suppose that an ordinary hearing child, twelve years of age, learning the Latin, or Greek, Language, has far less difficulty to encounter than the Deaf-mute has in mastering our written language. In Common Schools, the Pupil has the medium of instruction beforehand, and can at once enter on the various branches taught. But, if he be required, in commencing his education, first to learn a foreign language, in which his Text-books were prepared, and of which he has no previous knowledge, it would be an easier task than is assigned to every Pupil in this Institution.

The distinguished Principal of the justly famed New York Institution for the Instruction of the Deaf and Dumb, states the question of difficulty and labour in the following words of his report for 1862:—

The great object of our labours is, of course, to restore our Pupils to the society of their fellow-men, by enabling them to read and write understandingly the language of their Country, and to impart to them the consolations of Religion. Our Pupils come to us, for the most part, entirely destitute of words; and their first lessons in language are necessarily confined to its simplest elements, and to the expression of the most familiar ideas. For the first three, or four, years we use Text-books specially adapted to the use of the Deaf and Dumb. As the pupil advances, and becomes capable both of grasping more elevated ideas and of using more complex forms of language, we put into his hand simple Text-books of history, of Geography, of Natural History, of Natural Philosophy. It is not to be supposed that he learns nothing of these Sciences during the earlier years of his course; on the contrary, many of the facts, incidents and narrations introduced into his earlier lessons, as illustrations of some word, or some simple law of construction, are foretastes of the Sciences just named. But, after mastering so much of language, as is necessary to read children's Books, and to express his own ideas with tolerable correctness, we insure a greater interest in his lessons, give him fuller means of intellectual enjoyment, and restore him more completely to the intercourse of society, by giving him a complete, though necessarily abridged, course of each of those Sciences that describe the earth, its productions and inhabitants, relate the history of his own and other nations, and elucidate the most important laws of nature, not forgetting to give due prominence of the laws of Morality, the history of the Bible, and the precepts of Religion.

Such then is the difficulty of educating the Deaf and Dumb, and such the design and scope of their education.

3. *Origin and progress of Institutions for the Education of Deaf Mutes.*

I will now give a brief sketch of the origin and progress of Institutions for the education of the Deaf and Dumb.

For many ages the condition of this class of human beings seems to have been considered hopeless, at least so far as their instruction is concerned. In the Gospel narrative no intimation is given of any attempt ever having been made to instruct the Deaf and Dumb; and it is mentioned as a thing unknown since the world was made, and as entirely miraculous that the Dumb should speak. The earliest mention in history of efforts to teach the Deaf and Dumb is made by the Venerable Bede, (in his Ecclesiastical History of England), who states that John of Beverly, Archbishop of York, endeavored about 650, to teach a poor Deaf Mute, whom he had received, to use articulate language. Notwithstanding the legendary character of a part of the narrative, it appears that this charitable Prelate employed some of the very means of instruction which are now used in Schools for the Deaf and Dumb. After the lapse of nearly a thousand years, mention is made of Pierre de Poince, of Spain, a Benedictine Monk, who died in 1854, having attempted to teach a Deaf Mute to write and speak; and Paul Bonnet, Secretary of the Constable of Castile, in a Volume, dated 1620, explains the method which he had pursued in teaching the Constable's Brother, a Deaf Mute, to write and speak. In 1669, the Parliament of Toulouse made valid the written will of a born Deaf Mute, who had learned, (how or by the instruction of what Master is unknown,) to express himself by writing. Jacob Rodigue Pereira,—a Jew, and Grandfather of two distinguished French Financiers, still living,—came from his native Country of Estremadura in 1734, and established himself at Bordeaux as Teacher of the Deaf and Dumb, combining the employment of mimic Signs, manual Alphabet, and Speech in his instructions. In 1746, the Royal Academy of Caen requested him to give an account of his methods of instruction, and honoured him with the expression of its approbation; in 1747, the *Journal des Savants* published an account of the teachings of Pereira; and, in 1749, the Academy of Sciences at Paris added the expression of its high approval of Pereir's method and labours.

The Abbe de l'Epee, Braidwood, Watson, and Gallaudet.

But the recognized Father and Founder of Deaf Mute instruction in France, and of the Paris Institution, is the Venerable Abbe de l'Epee, who seems to have had his attention directed to the subject, and his feelings enlisted in it, in 1760, by meeting with two Deaf Mute Sisters, who had been deprived of Religious instruction by the death of a Priest of the Christian doctrine, Father Vauin, who had undertaken to initiate them into the dogmas of Christianity by the aid of Engravings. The first public exhibition of his Pupils was made by Abbe de l'Epee in 1771. The Institution founded at Paris by the Abbe de l'Epee was erected into a National Establishment in 1791. M. Vaisse, the present Director of the Establishment, remarks that:

It is only in this Century, and even in late years, that the subject has obtained all the interests which it wants. The affecting fact which statistics have revealed, of the existance of more than 20.000 of our fellow citizens affected by deafness, finds, at this day, its consolation in the foundation, more or less recent, of nearly 50 Institutions consecrated, in France, to the intellectual restoration of those innocent victims of this natural defect.

After Paris, Bordeaux and Chambery, which possess Establishments, established directly by the State, we see Nancy, Lyons, Toulouse, Poictiers, Cean, Rouen, and forty other Towns of our Departments, which can, very justly, rank their Schools of Deaf-mutes among the most important of their Establishments of public utility*.

In other Countries on the Continent of Europe there have long been Schools for the Deaf and Dumb,—in some instances for more than a Century. There are three in Holland, twenty-five in Prussia, ten in Austria, ten in Bavaria, one, or more, in each of the minor States of Germany, and twelve in Switzerland,—all more, or less, supported by the State.

In Great Britain, the first formal attempt to instruct the Deaf and Dumb seems to have been made by Mr. Thomas Braidwood, Senior, who, in 1760, established a

* "Historique et Principes de l'Art D'Instruire Les Sourds-Muets (1865)."

School in Edinburgh for the education of Dead Mutes. He was earnest, zealous and persevering in his noble work, an accomplished Teacher, and attracted to his undertaking the attention of benevolent and scientific men. In 1783, he removed his School to Hackney, near London, and continued it until his death, in 1806. He is justly considered the father of British Instructors of the Deaf and Dumb. A nephew, Doctor Joseph Watson, was the first, and, for 37 years, the Master of the London Institution, established in 1792; one Grandson, John Braidwood, had the care of another School for the Deaf and Dumb, opened in Edinburgh in 1810; and another Grandson took charge of a School opened at Birmingham in 1814 for the same purpose.

There are now 23 Institutions for the education of the Deaf and Dumb in Great Britain and Ireland.

Turning to the United States, the Asylum at Hartford, Connecticut, has the proud distinction of being the Parent Institution for the Deaf and Dumb in America. This Institution completed its fiftieth year the 15th of April, 1867. The Report for 1867 reviews the progress and work of the Institution during the last Half century.

"The noble men, (says the Report), who took an active part in its establishment,—who contributed so liberally to its Funds, and, by their energy and counsels, set it forth so successfully on its course of usefulness, have nearly all passed away. Yet the School they found with so much forethought, and watched over with so much care, still continues to dispense its blessings, and has never pursued its beneficent work more efficiently and successfully than it is doing at the present time."

The 22 institutions for the Deaf and Dumb in the United States, are the offspring of that at Hartford, established in 1817. The establishment of that Institution is traced to the illness of a lovely child in a well known family of the name of Caggswell, in the City of Hartford. The report says:

Had the malady, (spotted fever) of little Alice Caggswell been less severe,—had it yielded more promptly to the remedies which skill and the most assiduous care could suggest, the said condition of the unfortunate Deaf-Mutes of the Country, without knowledge, or instruction, might for a still long period have failed to awaken the active efforts of the benevolent. When however, after the elasticity of health had returned, it became evident that the Ear of the beautiful child was closed to the voice of affection and all the sweet sounds of the outward world, a fountain of sympathy was stirred, that, in its abundant flow, went forth to the aid of thousands whose mute and silent affliction had hitherto appealed in vain for relief.

In 1812, a Committee appointed by the General Association of Connecticut to investigate the subject, reported that there were 84 Deaf Mutes in that State, and upwards of 400 in New England, and 2,000 in the United States, where there are now 13,000. The public mind was thus prepared for some action on the subject.

On the first of May, 1815, (says the Report), a company of seven gentlemen met in a private parlour in this City, (Hartford), to take the subject into consideration. After consulation, they decided to send abroad a competent Person to acquire the Art of Instruction, and establish a School for the education of Deaf Mutes in this Country. The sum necessary to defray the expense was soon subscribed, and the Reverend Thomas H. Gallaudet was fixed upon as the proper person to undertake the responsible Mission. A more fortunate choice could not have been made. Graduating with the second honour in one of the most noted classes of Yale College,—distinguished for its proficiency in English literature—particulary eminent in Mathemathical Science, with attractive social qualities, polished address, and devoted piety, he entered with characteristic ardour upon the new enterprise.

Mr. Gallaudet visited the Institutions of the Deaf and Dumb in London, Edinburgh, and Paris. It is singular that the art of teaching the Deaf and Dumb in Great Britain was then regarded as a secret, for the profit of its possessors. Doctor Watson, of the London Institution, was willing to furnish an Assistant to go to America, and inaugurate the system there, but would not consent to communicate his mysterious art to a stranger for that purpose, unless he would enter and remain in the Institution for three years, on the "usual terms," except Doctor Watson saw fit to release him before that time as duly qualified. The "usual terms," besides the Fees, required thirteen hours confinement daily with the Pupils, with the labour of their supervision

in and out of School. Mr. Gallaudet declined, and went to Edinburgh, where Mr. Kinniburgh, the Head of the Edinburgh School for the Deaf and Dumb, received him very cordially, "but could render him no assistance, having placed himself under bonds of a Thounsand pounds not to communicate his art to any person for seven years, and of these, three still remained."

Under these circumstances, Mr. Gallaudet accepted the cordial invitation of the celebrated Sicord, (who was exhibiting at his Levees to the Nobility and Gentry of London, the results of the language of signs, instead of words, in teaching the Deaf and Dumb), to accompany him to Paris, in order to obtain the requisite qualifications for his contemplated work in America. This is reviewed in the Report, above quoted, as "most providential and forunate, as it led to the immediate adoption of signs—the medium now used in all the Institutions for the Deaf and Dumb in America, and most of those in Europe." All say (says the Report) this result was providential and fortunate, for it proved that, although instruction by articulation was the only mode of educating Deaf Mutes, practised in England at that time, yet this method was found, after faithful trials in the English Schools, to be so unsatisfactory that in the course of a few years they began, with one exception, to abandon it, substituting in its place instruction by signs. Of the twenty-three Schools now existing in the British Isles, twenty-two use signs, and one articulation, as the medium of instruction.

Mr. Gallaudet reached Paris the 9th of March, 1816, and applied himself so assiduously to the object of his Mission, under the instruction of M. Sicord, that, on the 9th of the following August, he took his departure for America, bringing with him Mr. Laurent Clerc,—deaf and dumb from his birth,—one of the most distinguished Pupils of M. Sicord, and who had been employed ten years as a Teacher in the Royal Institution, for the Deaf and Dumb in Paris. They employed the first eight months, after their arrival in America, in visiting various parts of the Country, and exciting an interest in their work and in raising Funds to promote it. Mr. Gallaudet's Assistant, who possessed a thorough knowledge of both English and French, proved to be so intelligent, and so skilful in the language of signs, as to excite much interest and astonishment. About $12,000 were obtained before opening the School, which took place the 15th of April, 1817. The Report says:—

"The number of Pupils at the opening of the School was seven, which was increased before the close of the year to forty-one, fifteen were from Connecticut, eight from Massachusetts, four from New Hampshire, one from Rhode Island, two from Vermont, two from New York, three from Pennsylvania, two from Virginia, three from Maryland, and one from Ohio. The impression was at first quite general, that one Institution would thus suffice for the wants of the whole Country—up to this time the Census having made no enumeration of the number of Deaf-mutes. The mistake, however, was soon apparent, and, in 1818, the New York Institution was commenced. The Pennsylvania School followed in 1820, and that of Kentucky in 1823."

An Endowment from the State was obtained in 1819, the Institution, under the corporate name of the "American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb," was adopted by the Legislatures of Massachusetts, New Hampshire, Vermont and Maine, for the education of their Deaf Mutes. In 1835, the Legislatures of South Carolina and Georgia, and of Rhode Island in 1842, came into the same arrangement—paying to the Institution One hundred and fifty dollars per annum for the education of each pupil.

Schools for Deaf Mutes to the number of twenty-four have since been established in the various States; all of them deriving their Systems of Instruction, and many of them their Heads, from the parent Institution at Hartford. Although the Buildings of this Institution have been enlarged again and again, since its first establishment, other Institutions, especially those of New York and Ohio, have been established on a much larger scale, and at a vastly greater expense.

4. *Description and Methods of the principal Institutions for Deaf Mutes.*

After this brief sketch, I proceed to notice some of the principal Institutions in Europe and the United States, for the education of Deaf Mutes, together with their methods and subjects of Instruction.

I. ENGLAND.

In England, these Schools, are for the most part, private, established by private individuals,—and, like other private Schools, are expensive, and are for the education of Deaf Mute children of the wealthy classes. The Institution best known, and the only one which I need notice, is that at London, called "The Asylum for the Support and Education of indigent Deaf and Dumb Children." It is situated in the Kent Road, Surrey, and at Margate, Kent, and was established in 1792. The late Duke of Gloucester, was the first President of the Society, which established this Asylum. It is entirely supported by voluntary contributions; and the Prince of Wales is one of the Life Governors. The Duke of Buccleuch is the present President of the Society, and the Archbishop of Canterbury, the first Vice-President. The annual receipts of this Society are about £15,000, or $75,000.

Applications for admission to this Asylum are made from every part of the United Kingdom; and with a view to assist that class of Deaf and Dumb whose friends are able to pay for their board, the Managing Committee, under certain Regulations, receive children upon payment of £20 (or $100), per annum. But all the 353 Pupils, with the exception of those on the pay list, are clothed, as well as educated, by the charity of this Society. No child is eligible under the age of eight years and a half, or above eleven and a half; or without satisfactory testimony of being sound in intellect; or unless he, or she, shall have had the small-pox, or have been innoculated with vaccine. The ordinary branches of education are Reading, Writing, Arithmetic, and the outlines of British History and Geography; and the Pupils, who discover a taste for it, are taught Drawing.

The female pupils are taught, in addition, plain Needle-work, Knitting, marking, and the common branches of Household work. They make and mend their own clothes, and also the Linen Clothes of the Boys. Those Pupils whose Parents, or Guardians, are unable, on account of their poverty, to apprentice their children to some useful Trade, are assisted to pay the Apprentice fee, varying in amount according to the circumstances of each case.

It will be seen that, in this, the most Public School in England, for the education of Deaf Mutes, there are no Workshops attached to the Institution, and that the Education given is purely Elementary,—it being for indigent Deaf and Dumb children and preparatory to their pursuing some useful Trade.

This is said to be the only School in England for Deaf Mutes, in which the pupils are taught articulate language, instead of the language of signs; but the latter has to be employed to teach the former. The Report says:—

"They are first taught the powers and sounds of the Letters of the Alphabet, so as to enable them to articulate Syllables and words. All the children are taught to speak artificially, and are thus enabled, in many instances to be understood by those who are in constant intercourse with them. By this means every Pupil of ordinary capacity is made to comprehend what is immediately addressed to him, by carefully observing the motion of the lips of the speaker. . . . Sound in not necessary in addressing a Deaf Person who has been thus educated. The value of the education of the Deaf and Dumb has not been sufficiently appreciated: not being so easily perceptible during the pupilage, as in after life, when, from continued practice of the art, and constant habit of observation, their faculty of speaking and quickness of perception of what is said are frequently astonishing. The voices of deaf persons are often inharmonious and indistinct; but the want of an agreeable voice is not a sufficient reason for the neglect of this branch of education.

I think the value of this branch of the education of Deaf Mutes is very much over-estimated in the above passage of the Committee's Report. An immense deal of labour and time is employed in teaching Deaf Mutes articulate language by the mere motion of the lips; for the sounds articulated, they cannot form the least notion. In reply to my enquiries, the Reverend James H. Watson, the excellent and able Principal of the Asylum, told me that about 20, or 25, per cent. of the Pupils learned, to some extent, to understand and use articulate language; but that with rare exceptions, it was those Pupils who, by accident, or disease, had lost their hearing from five to ten years of age, after they had learned to talk. He called a Pupil, (doubtless a good example), to enable me to try the experiment; but I could not so utter my words so as to enable the pupil to read them on my lips; nor could I understand all the words articulated by the Pupil, although his articulation was by no means indistinct. The Principal, of course, had an advantage in this respect, as he accustomed both to the artificial utterances of the Pupils, and they were accustomed to the very significant motions of his lips and face in speaking to them; but I observed that neither used articulate language, but the language of signs, in their intercourse with other, as did the Pupils in conversing one with another. Where the language of signs cannot be employed, I am persuaded, from what I have observed and attempted, that conversing with a Deaf Mute by writing is more easy, satisfactory, agreeable and even speedy, than by articulate language, except between the Parents, or Relations, or Teachers and the Pupils. The fact that this is now the only School for Deaf Mutes in England, out of upwards of forty, in which articulate language is made a distinct branch of education, and that all the Schools for the Deaf and Dumb in the United States use only the language of signs, may, I think be regarded as conclusive against the System.

In the London Asylum, special attention is given to the Religious Instruction of Pupils. They are each provided with a Bible and Book of Common Prayer, as soon as they learn to read at all, and take a part in Divine Worship, which is, of course, that of the Church of England. They have daily Instruction in the Holy Scriptures; they are taught the Church Catechism; and those children who, upon examination, are found fitted, are taken to the Bishop for Confirmation. And every pupil, on leaving School, is presented with a Bible and Book of Common Prayer.

2. *The Continent of Europe.*

There are several points of difference in Schools for the Deaf and Dumb, as well as the Blind, on the Continent of Europe and in England.

In England there is no legislative, or governmental, provision for the education of these unfortunate classes; their education is wholly left to individual speculation, or voluntary charity; but, in no Country are charitable Institutions of all kinds so various and princely as in England. On the Continent of Europe, as in the United States, while much has been, and is, done by private charity for the education of the Deaf and Dumb, their education is provided for by the State, as much as that of other classes of children.

In England, Benevolent Societies provide for the education of the indigent Deaf and Dumb only; in other Countries the public provision is made for all classes of Deaf Mutes.

In England, there are no Workshops attached to the Schools to teach the Pupils different Trades, although assistance is given to apprentice Pupils after leaving School; on the Continent of Europe, and in the United States Workshops, with Instructors, are attached to each School.

In England, the education of Deaf Mutes by voluntary associations, is purely elementary and practical. In other Countries, especially in France, and in United States, their education by the State is much more extensive, literary and scientific, besides including that of a Trade, and, therefore, more protracted.

In Holland and Germany, as in the London Asylum, teaching the Deaf Mutes' articulate language still constitutes a characteristic feature of their education; and perhaps the Dutch and German languages are better adapted than either English, or French, to indicate words by the lips and mouth without the aid of sound. But, even there, teaching the language of signs, teaching to talk and read on the Fingers, as well as on the Lips, is a necessary part of instruction, and that which the Pupils invariably practice among themselves.

The Imperial Institution for Deaf Mutes in Paris.

The Institution for Deaf Mutes at Paris, was founded in 1760, by the celebrated Abbe de l'Epee, and was erected into a National Establishment by the law of July 29th, 1791, for both sexes; but, by an Imperial Decree of September 11th, 1859, it is confined to the education of Boys; and by another Decree of August 8, 1865, that, with other similar Establishments of benevolence and public utility, was placed under the special patronage of the Empress, who evinces a great interest in them.

The Course of Instruction is seven years, and is divided into two periods. The first period comprehends four years, and is devoted to elementary intellectual instruction. The second period, which embraces three years, is devoted for those who are destined to live by Manual labour, to Industrial instruction, in learning a Trade, but for Boarders belonging to families in easy circumstances, the last three years is devoted to higher intellectual instruction.

Religious Instruction forms a constant and essential part of their education from the beginning to the end, but according to the wishes of non-Catholic parents or guardians of pupils.

The intellectual elementary instruction includes Reading, Writing, the elements of the French Language, Sacred History, elements of Geography, Arithmetic, Linear Drawing. The Apprentices in the morning and evening, before and after the hours of Manual labour in the Shops, review the elementary subjects, and are also taught the elements of the History of France, Commercial Arithmetic, first opperations of practical Geometry, and, in connection with certain Trades, ornamental and coloured Drawing.

The industrial Trades taught are Lithography, Book-binding, Sculpture in wood, Turning, Joinery, Shoemaking, and Gardening.

The superior instruction embraces the extension of the elementary Studies, especially Grammar and the introduction to Literature, ancient and modern History, general Geography, higher Arithmetic, elements of Geometry, of Algebra, of Natural History, of Natural Philosophy and Chemistry, and of Common, Law and Artistic Drawing; and the dead and living Languages, (as taught in the establishments of secondary instruction) to those whose Parents and Guardians wish to qualify them to take a Bachelor's Degree.

The Ministerial Prospectus says, "that in order to facilitate as much as possible the relations of the Pupils with society, they are all taught to read language on the lips, (that is articulate language) as far as the aptitude of each individual for the mechanism of articulation permits." My own experiment of this was attended with a similar result as that in the London Asylum, and I was told by the Director that scarcely more than one in a hundred, except those who had lost their hearing after they had learned to speak, could acquire articulate language to any extent. Of course many could learn, as Deaf Mutes do in ordinary life learn, to read many things on the lips uttered by their Teachers and those with whom they were in daily intercourse.

There is a Library in the Institution, Collections of Engravings, Natural Philosophy and Chemical Apparatus, a Gymnasium under the direction of special Masters, Baths, Play grounds, etcetera, as well as Workshops. A Physician and Surgeon-dentist are appointed, as are the Director, etcetera, by the Minister of the Interior. The

Infirmary is attended by "Sisters." The price of board and instruction is One thousand francs, ($200), per annum. The Minister of the Interior, (on whose authority alone Pupils are admitted,) may, in certain cases, reduce the charge to Eight hundred francs ($160). For those Pupils, whose friends are not able to provide for their support, the State, or Department, or Commune, to which the pupils belong, makes provision according to circumstances.

3. *Schools for the Deaf and Dumb in the United States.*

I will now notice the subjects and methods of teaching in some of the schools for Deaf Mutes in the United States. I have, in previous pages said enough to indicate the methods and subjects of teaching, as well as origin of the Parent Institution for Deaf Mutes in the United States, the American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb. I will, therefore, proceed to notice some of the characteristics of its eldest child, which now far exceeds in extent and importance the Parent Institution.

The New York Institution for the Instruction of the Deaf and Dumb.

This Institution was founded by private benevolence in 1818,—the year after that at Hartford,—and was soon adopted by the State. At the end of 1865, it contained 406 pupils, (several from Canada), 235 males and 171 females, by far the largest Institution of the kind in the world. By carefully prepared tables of the admissions and dismissal of Pupils from 1818 to the end of 1865, it appears that 1,522 Deaf Mutes had been taught in the Institution.

If, (says the Report,) we could only trace the history of all these Individuals, and learn, by following them to their friends and to the community at large, how their lives had been influenced, their happiness increased, their usefulness and fitness for the duties of their respective spheres improved, or rather altogether developed by their training within our walls, then we present a view of the Institution far more interesting than any mere statistics can afford.

As the New York Institution may be regarded, in several respects, as a Model Institution, and is in such near proximity to ourselves, I will give a somewhat minute account of it.

It was first established in the City of New York, and continued its operations there until a few years since, when a most beautiful Site of 37 acres was obtained, and extensive Buildings erected by the State, on the east Bank of the Hudson River, a few miles from the City.

The Course of Instruction, although formerly occupying five years, now extends over a period of seven years, and in some special cases of rare talent, and, with a view to prepare Deaf Mutes as Teachers, is protected to eight years. The Course of Studies was at first purely elementary; but it was gradually developed and enlarged, so as to embrace all the subjects of a high English education, including the Elements of Natural Philosophy and Chemistry.

The regular, (or State) Pupils are admitted from 12 to 22 years of age; by an Act passed by the State Legislature in 1863, indigent Deaf Mutes, (called County Pupils,) under twelve years of age, and chargeable to Counties, or Towns for their support, may be admitted to the Institution at the rate of One hundred and fifty dollars each per annum, to be paid by such Counties or Towns. By the Regulations, under the head of Terms of Admission.

Pupils are provided by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and eighty dollars each per annum. Clothing will also be furnished by the Institution, if desired, at an additional annual charge of thirty dollars. "Applicants for admission at the public expense, (that is, expense of the State) must be between the ages of twelve and twenty-five years." "The selec-

tion of pupils, to be supported at the public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communications on the subject must be addressed." The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

Pupils are educated at the expense of the State on the attestation that their Parents, or Guardians are unable to defray the expense. But this condition is said to be little more than a form, as nearly all the Pupils sent are sent as State Pupils.

Among the nearly thirty questions required to be answered by the Applicants for the admission of Pupils are the following:—

Name of the pupil in full, where born, year, month, and day of the month; Whether born deaf? If so, from what supposed cause before birth? If not, at what age did he lose his hearing, and by what disease, or accident? Is the deafness total, or partial? If the latter, what is the degree of hearing? e.g. Can he distinguish any spoken words? or hear the human voice at all? or what voice can he hear? Is there any ability to articulate? or read on the lips?

Pupils from the State of New Jersey are received at $200 per Pupil. The State Pupils are received at the rate of $180 per Pupil; and the County Pupils from six to twelve years of age, are received at $150 per Pupil. But the actual expense to the Institution, of each Pupil, is stated in the Report of 1866, to be $223.12 per annum; leaving a deficiency of upwards of Ten thousand dollars, which was provided by an additional special Grant from the State. The Receipts from all sources for 1865 were, $99,367; Expenditure, $109,761.

In regard to the importance of teaching Trades, in connection with other Educational Studies, the same Report remarks as follows:—

As the best time for acquiring a good education, (which, in the case of the Deaf and Dumb, is so much more of an acquisition than with those who can hear, that it was for many Centuries judged an impossibility), is also the best time for learning a Trade, the maintaining of this branch of instruction is evidently a duty which we owe our Pupils. While the practice, for a portion of each day, of some mechanical employment, is certainly not a hindrance to the Pupil's intellectual progress, it tends to the formation of industrious habits, and gives skill in the use of Tools, which will be of high value in after life, even if the Pupil does not continue to work at the same trade he learns with us. Were we to neglect this mechanical training of our Pupils, we fear many of them would acquire habits of idleness, and dependence on others, and thus fail to become happy and useful members of society.

In the Autumn of 1866, I visited this Institution. The usual exercises were suspended, and most of the Pupils had been sent home on account of the scarlet fever, which had broken out among them. One could hardly conceive a more magnificent Site for such an Institution, nor arrangements on so extensive a scale more complete, except some details not yet finished on the new Premises, which, with the Buildings, have cost the State a very large sum of money.

But no account that I can give will convey to the public and especially the Members of the Legislature, so clear and correct an impression of the subjects and methods of instruction in this Institution, as the Reports of the Examining Committees appointed to conduct the Annual Examinations.*

I cannot close this brief notice of the New York institution, without referring to the late Venerable Principal, the Reverend Harvey P. Peet, LL.D., from whom I received great personal kindness, as well as from his Son, and a series of valuable Documents and copies of the Text Books used in the Institution,—prepared by the Principal himself. A few months after my visit, Doctor Peet, at the age of 72 years, tendered his resignation of the Principalship of the Institution, after having discharged its duties with the greatest devotion and ability during thirty-seven years. His labours and writings in the cause of Deaf Mute instruction have made his name

* Doctor Ryerson has added to his Report of twenty-four printed pages, containing a very full account of the details of an Examination of the Pupils of this New York Institution, as well as other information in regard to its internal management; but I omit it, as too minute and voluminous. It can, however, be seen in the Appendix to the Journals of the House of Assembly of Ontario for 1868.

known on both sides of the Atlantic. Four of his Sons have become Teachers in the Institution—three of them have died some years since and the fourth—an able and accomplished man, has succeeded his honoured Father as Principal.

There are three other Institutions for the instruction of the Deaf and Dumb in the United States, which I visited, and of which I think it proper to give a brief notice,—one for the State of Ohio, another for the State of Illinois, the third a National College at Washington.

The Ohio Institution was established at Columbus, the Capital of the State, upwards of forty years ago. The old Buildings have recently been removed, and new and extensive Buildings have been erected at a cost to the State of $500,000,—Buildings plain and elegant, and most extensive and complete in the minutest details, as far as I could judge from the portions finished at the time of my visit, and by the Plans shown me by the Principal. The Course of Instruction has heretofore been limited to five years; it is now extended to seven years. The methods of subjects of Instruction are similar to those adopted in the New York Institution, in which I believe, the Principal was trained. The number of pupils is between 150 and 200.

I will give some extracts from the Act of 1866, relative to the constitution of this Institution, and the mode of supporting Pupils. This Statute, together with the Report for 1865, were kindly furnished me by the then Governor Cox, who told me that he was a Canadian by birth, (having been born in Montreal), and felt a deep interest in the progress of Canada. The Act is entitled, "An Act to reorganize the Institution for the Education of the Deaf and Dumb, and to repeal certain Laws heretofore passed."

The institution shall be open to such Deaf-mute residents of the State, as the Trustees and Superintendent shall judge, from reliable information and examination, to be suitable Persons to receive instruction according to the method therein employed; provided that no Person shall be received under ten, or over twenty, years of age, and provided further, that no person shall be received who is addicted to immoral habits, or infected with any contagious disease.

Pupils admitted into the Institution may, in the discretion of the Board of Trustees and Superintendent, be permitted to remain such a portion of seven years as their progress shall seem to justify. In addition to the time heretofore specified, three years may be allowed to such Pupils as give satisfactory evidence of marked ability, and justify the expectation that they may become useful Teachers, or occupy other responsible positions in life; provided that nothing herein contained shall be constructed to prohibit the admision of Pupils who are not residents of the State of Ohio, if there shall be sufficient accommodations for such non-residents without excluding residents of the State, upon the payment of such sums, and upon such terms, as the Trustees determine, etcetera.

All Pupils admitted into the Institution, who have legal residence in the State, shall be supported at the expense of the State; provided that Parents, or Guardians, of such Pupils shall be required to keep them comfortably and neatly clothed, and to pay their travelling expenses, etcetera.

The Trustees are hereby authorized and required to enlarge the Mechanical departments of the Institution from time to time, by the introduction of such Trades, as by experience, shall be found to be adapted to the wants of the Deaf and Dumb; provided that the good of Pupils, and the economical management of the Institution shall, at all times, be duly regarded by the said Board of Trustees.

The Illinois State Institution for the Education of the Deaf and Dumb, established at the handsome Town, or City, of Jacksonville, stands, in every respect, upon the same footing and is supported by the State in the same way, as that of Ohio at Columbus. The Site and Buildings are very beautiful, and the Premises include, by a recent purchase, nearly sixty acres. The proceeds of the Garden and Shops are considerable contributions towards the support of the Institution, although instruction, and not profit, is the design of them. A small Farm will now be added to the other facilities and instruments of education in this Institution, the excellent and able Principal of which (Mr. Philip G. Gillot), told me that he thought Agriculture, upon the whole, the most suitable employment for Deaf Mutes. The Trades taught are Cabinet-making, Shoemaking, Tailoring and Gardening.

The internal arrangements of the Buildings and Shops are very complete, and they are kept beautifully clean. The Black-boards on the Walls of the Class Room are large Slates, brought from Wales. The examinations of several Classes excited my surprise and admiration. I dined with the Teachers and Pupils, and addressed them,—the Principal interpreting in the sign language as rapidly as I spoke. I never addressed a School, the Pupils of which seemed more thoroughly to understand and more deeply interested in what I said. In the Evening I held a lengthened conversation, in Writing, on Slates, with a Deaf Mute female Graduate, now a Teacher in the Institution, on travelling in Europe, and found her a person of remarkable intelligence and acuteness,—in both asking and answering questions, as well as in making observations,—the result of her reading Books of European travel.

The number of Pupils in this Institution is about 250; the State appropriation for its support is about $50,000 per annum. The following are among the terms of admission:—

III. Pupils from Illinois are admitted to all privileges of the Institution free of charge; being provided by the State with Board, Washing, Fuel, Lights, Tuition, Books, and everything necessary, except Clothing and Travelling expenses.

IV. Pupils from other States are admitted to all the above privileges on payment of $100 per annum, which is, in all cases required in advance.

In regard to indigent pupils, the following is the humane provision of a law passed in 1857, and is still in force:

Section 10. In all cases, where the Parents of Pupils sent to the Institution for the education of the Deaf and Dumb, and the education of the Blind, are too poor to furnish them with good and sufficient Clothing, or where said Pupils are without Parents and unable to furnish themselves with such Clothing, the Judge of the County Court of the County from which they are sent, shall certify the same to the Principal, who shall procure such necessary Clothing, and charge the same to said County, and present the Account, with Vouchers, to the Auditor of Public Accounts, who, thereupon, shall draw upon the County Treasurer for the amount so charged to the County; and the said County shall annually assess and collect, by Tax, the amount necessary to pay said order, or orders; and if said County shall fail so to do, the Circuit Court in said County, shall, on application therefor, compel the same by Mandamus.

I think the Principal is fully justified in the following congratulatory remarks at the conclusion of his last Biennial Report addressed to the Members of the Legislature of the State:

This Institution, of which you, Gentlemen, are, by law, made the Guardians, is now upon a broad and liberal basis. It has facilities equal to any other for effecting the highest moral and intellectual culture of its Beneficiaries. The appliances for this, and here found, have never been surpassed by any similar Institution of no greater age. There are two Institutions of the kind in the United States, and but three in the world of greater magnitude. Every citizen of Illinois who has visited it regards it is an honour to our proud and great Prairie State. There could be no more fitting exponent of the Christian philanthropy of our people than is found in this and the Institutions of a kinder nature located around this beautiful young City.

In Jacksonville, there is not only this Institution for the education of Deaf Mutes, but there are also a State institution for the Education of the Blind, an extensive Asylum for the insane, a College, and several large Seminaries.

The National Deaf Mute College at Washington.

In presenting a summary view of what may be done, and has been done, for the education of Deaf Mutes, I must not omit to notice the "National Deaf Mute College at Washington,"—as far as I know, the only College proper of the kind in the world. Such an Institution deserves more than a passing notice. The following statement of its origin and design is abridged from the last Report, published at the time of my visit in the Autumn of 1866, when the exercises I witnessed, chiefly on the Blackboard,

in both Language and Science, illustrated all that is indicated in the Prospectus of the Course of Studies.

The Columbia Institution for the instruction of the Deaf and Dumb, located at Washington, D.C., was incorporated in the year 1857, and has since that time been sustained by Congress as the Institution where Government beneficiaries, videlicet: Deaf Mute children of the District of Columbia, and of the Army and Navy, should receive free education. But the Act of Incorporation gives the Directors, (the President of the United States being Patron, and several Members of Congress, with other Gentlemen of distinction, being Directors), full discretion as to the length of the Course of Study to be pursued in the Institution, and permission to receive Students from any of the States, on terms to be agreed upon by the proper Authorities.

To give practical efficiency to these provisions, the Manager of the Institution decided to organize a Collegiate department, and Congress was, therefore, applied to for an amendatory Act, authorizing the Institution to confer Collegiate Degrees. Such an Act was passed in April, 1864, and shortly afterwards the Directors extended the range of Study so as to embrace a College Course, and divided the Institution into two departments, giving to the advanced department the name of the National Deaf Mute College.

The object of the Directors in establishing a School of this grade, unprecedented in the history of Deaf Mute instruction, was, in part, to prove what had been doubted by some,—that Persons deprived of the senses of hearing and speech could, in spite of their disability, engage successfully in advanced Studies pursued in Colleges for those gifted with hearing. The most important end in view, however, was to afford to a class of Persons in the community, already numerous, and increasing steadily with the population, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of Literature and the Liberal Arts. The experience of nearly two years in the progress of the College has fully satisfied those familiar with its working, that their assumption as to the ability of Deaf Mutes to master the Arts and Sciences, was well founded.

The difficulties encountered in the instruction of Deaf Mutes make it necessary to employ one Teacher for each fifteen, or twenty, Pupils. Three thousand children in School at one time would then demand the constant attention of from one hundred and fifty to two hundred Instructors. To meet the vacancies naturally accuring in this number of Teachers, by reason of resignation, removal, or death, an accession of at least from fifteen to twenty would be required annually, creating a demand in the very Institutions from which they came for the services of a large proportion of yearly Graduates of the College. To perform the double office of opening to Mutes higher possibilities, in the position of Teacher, and to furnish a reliable source whence the Institution may secure talented and well qualified Instructors is one of the aims of the College; one which would of itself warrant all the contemplated expenditure of labour and money.

High qualifications required of Teachers of Deaf Mutes.

On this subject, the Report above quoted holds the following impressive language, the result of long and practical experience and which applies to the teaching of others than Deaf Mutes:

In reply to the possible question, whether a high degree of intellectual culture is as essential qualification of an Instructor of the Deaf and Dumb, it may be stated, as the result of an experience of fifty years in this Country, that, while, in what may be termed infant classes, Teachers of especial natural fitness may be satisfactorily employed, who have not received the benefits of a liberal education, in a majority of the Classes, intellectual Culture can only be obtained by Instructors, who have secured the acquisition and mental discipline afforded in a Collegiate course of training.

And it is equally true that the efficiency and usefulness of Teachers, even of the Elementary Classes, would be increased were their own grade of attainments raised above its present standard.

No error can be greater and more hurtful, wherever it exercises any authority, than the supposition that it is an easy task to impart the elements of knowledge to the Deaf and Dumb, or that their Teachers need no other qualifications than an acquaintance with the sign language, added to those that might suffice for a Teacher in a Primary School for the hearing and speaking.

The difficulties encountered in opening the dark and bewildered mind of the Deaf Mute to the intricacies of Written Language cannot be adequately described in words—and all who fairly consider the subject, having had an insight into the methods necessarily employed, will, it is believed, be ready to admit that the successful instruction

of the Deaf and Dumb takes rank, as an intellectual achievement, with the highest efforts of the human mind.

Advantages of Collegiate Education to Deaf Mutes, as well as to Others.

The qualifications for teaching are by no means the only practical advantage to be secured to the Deaf and Dumb, as to the result of the liberal education of a portion of their number.

To the Graduates of the College are opened many fields of effort hitherto unattainable to the Deaf Mutes as a class.

The disability of deafness interposes no obstacle to success in literary or scientific pursuits. The silent voice of the Editor and Author may reach a large audience and be more potent for good than the silvery tongue of the Orator. The calm eye and steady hand of the Astromomer and Chemist may gather as much that is valuable to humanity as the quick ear of the Doctor, or the Musician. The legal lore of the closet is often of more value in the Court-room than the noisy appeal of the Advocate.

Minds are found in the large number of this class, brought under instruction in the Country, capable of the highest development, and thirsting for it, conscious of their own need.

Provision is to be made for these, so that whatever may be their future position in life, (whether in the Learned Professions, or in Mechanics, Arts, or Agriculture,) they may become better men, better citizens,—exerting everywhere the influence of educated and well balanced characters.

Polytechnic, Agricultural and Mercantile Colleges reveal a want of educated men in other than the so called Learned Professions, and it is not in the nature of things that this lack is less sensibly felt among Deaf Mutes than with those who hear and speak.

The true source of power and progress in every community is educated men, who, although they may not occupy the Pupit, or the Rostrum, shall preach through their daily conversation to Society, the Church, and the State.

The course of Study in this remarkable institution deserves special notice, as also the caveat of its Directors against a partial, or optional, course of Collegiate studies:

Marked out by the Faculty for the College, the Course of Study corresponds in general to what is known as the Academical Course in the best American Colleges; such modifications, however, have been made as deemed advisable and necessary to adapt it to the peculiar wants of the Deaf and Dumb.

In the Ancient Languages, while special attention is paid to their construction and analysis, and to their Etymology in its bearings upon our own tongue, and while a thoroughness, extent, and variety in translation is aimed at, which it is believed will enable the Student to render any Classical Author with readiness and ease, the amount of Latin and Greek read in College is considerably less than in the ordinary Course. More time is thus gained for French and German, which are made regular Studies of the College Course, and for the critical study of the English Language in the history of its origin and growth, its derivations, analysis, and construction, and its matchless literature. To these branches, and the grand philological principles underlying all language, a greater prominence than usual is accorded.

A thorough Course of Instruction in the Natural Sciences and Mathematics is given; History, Metaphysics and Political Science also receive a full share of attention. Art studies are also pursued, but these latter are at the option of the Student. The aim of every College should be to give its Students, not a partial education in a few branches only; nor, on the other hand to give a superficial education, but to engage in a thorough Course, and carry it as far as the time of the Student's residence will allow. Such a proportion between the branches of Literature and Science should be maintained as to form a proper symmetry and balance of character.

In laying the foundation of a liberal education, it is necessary that all the important faculties be brought into exercise. When certain mental endowments receive a much higher culture than others, there is a distortion in the intellectual character. The powers of the mind are not developed in their farest proportions by studying Languages alone, or Mathematics alone, or Metaphysics alone, or natural, or Political Science alone, but by a judicious combination of these various exercises, resulting in a vigorous maturity of the mind in all its parts, and fitting it to engage, with success, in that field of intellectual labour indicated by its natural endowments and tastes.

Degrees and Terms of Admission.

The Degree of Bachelor of Arts is conferred on all Students who have sustained examination in the full College Course of four years, and who have paid all their dues to the College. Students, not desiring to complete the full Collegiate Course, are

permitted to pursue a selected Course of Study, extending through at least two years,—the satisfactory completion of which will entitle them to receive the Degree of Bachelor of Science.

Candidates for (Matriculation, or) Admission to the Freshman Class are examined in Arithmetic, English Grammar, History, Geography, Physiology, Algebra, to Quadratic Equations, and the principles of Latin construction in their application to any familiar Latin Author, regard being had more to the acquaintance evidenced with the essential principles of Latin, Etymology and Syntax than to the amount of literature read.

This standard of scholarship renders it necessary that a Student, to be prepared to enter the College, should have passed through what is termed in Institutions for the Deaf and Dumb, the High Class.

Testimonials of good moral character are required of all Applicants for admission

The charge for board and tuition in the College is One hundred and fifty dollars for the academic year.

Congress, however, makes provision for the free admision of residents of the District of Columbia, who have not means of supporting themselves, and for those whose Fathers are in the Military, or Navy, Service of the United States.

The President of this College, is Mr. Edward M. Gallaudet, A.M., son of the Reverend Mr. Gallaudet, the first Principal of the American Asylum at Hartford, and Founder of the United States System of instruction for Deaf Mutes. Mr. Gallaudet and the other Professors of the Washington National Deaf Mute College, with whom I conversed, impressed me as Gentlemen of superior abilities and attainments, and truly devoted to their laborious and philanthropic duties; and what I witnessed of the Exercises in the College strengthened my belief that the prescribed Curriculum of Instruction is practically and thoroughly taught.

Provision for the support of Institutions for the Instruction of the Deaf and Dumb in the United States.

There is no legislative provision for the instruction of the Deaf and Dumb in Great Britain and Ireland. Some are assisted by the Towns in which they are established, but most of them are established by private individuals; a few by benevolent Associations and individual lagacies. I know not the amount of their Receipts and Expenditures, except those of the "London Asylum for the support and instruction of the Indigent Deaf and Dumb Children." These amount to £15,000 sterling, or $75,000 per annum.

The Receipts and Expenditures of these Institutions in France and other Countries, (except the three in Holland,) are not given in any Reports which I have obtained. Of the three institutions of the Deaf and Dumb in Holland, that at Rotterdam is supported entirely by voluntary contributions. It was established as late as 1853, in order to introduce the German mode of instruction by articulate language into the Netherlands. It is only a Day School. The number of Pupils in it is 40; the number of Teachers, 4. No Trades are taught to the Boys. The Girls are taught Sewing two hours a day. The Institution at St. Michielsgestil was established by a Roman Catholic Priest in 1828. It is under the direction of Roman Catholic Bishops, and is taught by the Brethren and Sisters of Mercy. It contains about 100 pupils. Six hundred contributors in different parts of the Country pay five florins, ($2.00,) each per annum. The Province grants 1,000 florins, (($400), and from the Treasury of the Kingdom 2,000 florins, ($800) per annum are granted. The Institution at Groningen was established in 1790 by a Pastor of the Walloon Church, named Henry David Guyot, who had made, in 1784, the acquaintance of the Abbe de l'Epee at Paris. It contains 150 pupils, received at from 9 to 14 years of age, and taught from eight to nine years, by eleven Instructors. The Institution is supported by an Association of 2,800 contributors, who pay $2.10 each per annum, and by Annual Grant from the Kingdom, Province and City to the amount of 8,000 florins ($3,200) per annum, besides Fees for Board and Tuition, and Income from certain investments.

Suggestions respecting an Institution for the Deaf and Dumb in Ontario.

The facts of the foregoing pages, constitute a stronger plea than any argumentation and appeals of mine in behalf of the necessity, the patriotism, the Christian humanity of Institutions for the education of the Deaf and Dumb. The official Instructions under which I acted in the prosecution of my enquiries, assumed the expediency, and avowed the intention, of providing for Deaf Mute Instruction. My enquiries were intended merely to facilitate the accomplishment of that object. I hope I have collected and condensed sufficient information to illustrate the nature and working of such Institutions, and the examples of Governments in their establishment and support.

But an example has been given in our own Province, full of significance and instruction on this point. That a single Individual, Mr. McGann, has been able to establish a School for the instruction of the Deaf and Dumb; that he has been able to develop so much benevolent cooperation in its behalf, and to induce a number of Municipal Councils to provide for the support of Pupils resident within their respective jurisdictions, and to collect between 50 and 100 pupils in his School, and continue its operations for several years; is not only a remarkable instance of individual energy and perseverance in a good work, but evinces the widely-felt necessity of such an Institution, and the cordiality of Municipal cooperation in enabling Pupils to secure its advantages; while the very defects and inefficiency of such a Private School impress the need of a Public National Institution to meet the wants of the Country.

The facts of this Report have also anticipated any suggestions I might offer in regard to the subjects and methods of Instruction in such an Institution; the ages at which Pupils should be admitted; the periods of their continuance; the accommodations and Apparatus for their instruction.

It only remains for me to note and suggest two, or three, things for consideration and decision.

1. It must be remembered that an Institution for the Instruction for the Deaf and Dumb is not a Day School, like the Normal School, and many Colleges, where Pupils and Students board in licensed private Houses, and are only instructed in prescribed Courses, or subjects of Literature and Science, but such an Institution is a Boarding School, a Home, where the Pupils live from five to eight years; where every needful provision must be made for their Residence, their Domestic training, as well as for their purely Educational Instruction.

2. In the erection of an Institution for the Deaf and Dumb, accommodations must be provided not only for the Residence of the pupils, (say at least 100), but also of the Principal, the Steward, the unmarried Teachers, the Servants, besides Shops for teaching Trades, Grounds for Gymnastic Exercises, and for Horticulture, Gardening.

3. The Premises and Buildings of such an Establishment can hardly be provided and furnished for less than $80,000, (if for that); nearly one-fourth of which will be required to provide a proper Kitchen and Heating Apparatus to the whole Establishment. I think at least $20,000 per annum will be required for its support, in addition to a reasonable sum, say $150 per annum, from the Municipalities, for each Pupil educated at the public expense. In such case, the cost of providing and supporting the Establishment will be considerably less than that of any similar Institution in the neighboring States, as may be seen by referring to the financial statistics on a preceding page.

4. The Erection and Furnishing of such an Establishment is the least difficult part of the work required. The great difficulty lies in its proper oversight and management, which, I think, cannot be otherwise so efficiently and economically accomplished as by the Council and Department of Public Instruction, (as in the case of the Normal School,) where the machinery of administration, with perhaps the exception of a Clerk, exists, and where are the best experience and facilities for providing all

the requisites of such an Establishment, as well as the proper Instructors, etcetera, for its operations The task is serious and difficult, especially to the responsible Head of the Department, and without the possibility of a farthing's additional remuneration; but I see not how it can be otherwise so effectively and economically performed. If any better means of promoting this great and difficult work can be suggested, I shall feel extremely gratified and relieved.

5. The selection and appointment of a Principal of such an institution is a matter of essential importance. If, in ordinary cases, "the Master makes the School," it is true, in a still higher sense, that the Principal makes the Institution for the strong common sense and sound judgment, the truly Christian heart and highly cultivated intellect, the good address and ready tact, the unwearied industry and patient kindness, the sincere piety, and perennial love of the young and helpless, the physical strength and mental vigour, required in the Principal of such an institution, renders the selection as really difficult, as it is supremely important. When once appointed, I think the Principal should have the selection, at least approval of the selection, of his own Assistants. Now, there are three modes open for the selection of a Principal. The first is to import one from Europe. I think this is out of the question, from the difference of habits and usages, the uncertainty of success, the salary and expense necessary to secure a Person of reputable standing and competence; and also from the fact, that the Institutions of the Deaf and Dumb, both in England and on the Continent of Europe, are differently constituted, and far inferior to those in the United States. The second mode of proceeding is, to selections of the earnest, and tried, and clever men connected with the Institutions of the Deaf and Dumb in the United States. I think this is practicable, and that a good selection might thus be made of a man who would labour with as much faithfulness and zeal in Canada as in the United States. But I think a better and more congenial mode of proceeding would be that which was adopted in Hartford in 1816, when it was proposed to found the first Institution in America for the instruction of the Deaf and Dumb. The facts of that proceeding have been stated in preceding pages of this Report. It was the selection of the Reverend Mr. Gallaudet,—a man possessing all the qualities and qualifications above suggested,—and sending him to Europe to learn the methods of teaching the Deaf and Dumb. This he accomplished in less than a year, brought back with him from France an able Assistant, and thus laid the foundation of the most practical, comprehensive and complete System of Deaf Mute Instruction which the world had ever witnessed. Such an example is, I think, suggestive in founding the first public Institution for the Education of the Deaf and Dumb in Canada. Let some true-hearted Canadian, with the requisite general qualities and attainments, be selected and sent for several months to the Institutions of the neighboring States, where I know, he would be cordially received, and assisted, and let him learn, as far as practicable, without longer experience, the sign language and modes of teaching the Deaf and Dumb, and of exercising discipline and managing their Institutions, and let him be authorized to select and bring back with him one, or two, Assistants, who, together with those already in the Country, would enable him to commence a System of Instruction for the Deaf and Dumb suitable to the wants and worthy of the character of our Country.

6. I have only further to remark, that if in this brief document I have to give all needful information on any matter of inquiry involved in this subject, I shall be happy, on being advised, to supply the deficiency.

REPORT ON INSTITUTIONS FOR THE BLIND.

Institutions for the Blind go hand in hand with Institutions for the Deaf and Dumb. I know of no Country in which the one is established without the other. Yet the two kinds of Institutions are essentially different, and the two classes of unfortunates are never educated together. The few attempts made to do so proved unsuc-

cessful, and were soon abandoned. The intellectual powers of both are unmaimed, but their physical infirmities and wants are widely different. The Blind cannot see the sign language of the Deaf and Dumb, and the Deaf and Dumb cannot hear the articulate language of the Blind. The Fingers of the Blind are their only eyes to learn the Letters and Words which they articulate; the Fingers of the Deaf and Dumb are their only Tongues for the expression of both Letters and Words. The Blind can learn nothing by observation. The Deaf and Dumb can learn nothing except by observation. The Blind see not the beauties, or workmanship of the outward world, nor even the "human face divine"; the Deaf and Dumb hear not its harmonies, or sounds, not even a Mother's voice. The Blind walk and learn the world by feeling; the Deaf and Dumb by seeing.

I will notice, as examples, one Institution in England, one in France, and two in the United States, and then subjoin some practical remarks and suggestions.

Institution for the Blind in Great Britain and Ireland.

Of the several Schools for the Blind in Great Britain and Ireland, that which occupies the first place in both importance and efficiency, is, "The School for the Indigent Blind in St. George's Fields, Southwark, London," instituted in 1799, incorporated in 1826, supported by public subscription of a Society, of which Her Most Gracious Majesty, the Queen, is Patron, and His Grace the Archbishop of Canterbury, President. The Institution contains, on an average, 160 Blind Pupils, male and female, who are received between the ages of 10 and 20 years of age, (by election only), and are clothed and maintained for about six years. During this time they are taught, (by raised letters), to read the Bible, to Write, and to Cipher; chosen Books are read aloud to them; they receive regular Religious Instruction, and attend Daily Prayers, according to the Church of England, as well as the usual Services of the Church on Sundays. They are also taught some Industrial Trade, such as Mat making of various kinds, Basket-work in great varieties, Knitting and Netting, including Antimacassars, Sofa-pillows, and Bolsters, Bags, Bread and Cheese Cloths, Bassinette trimmings, Balls, Cuffs, Gauntlets, Gloves, Hose, Purses, Table mats, Watch pockets, etcetera; Hair-work in Bracelets, Brooches, Guards, Rings, etcetera. They thus learn to be able to earn something towards their own living on leaving School.

Such Pupils, as have a talent for it, are taught Vocal and Instrumental Music, and are trained as Organists. Besides the Vocalists, there is an Instrumental Band of 30. There are monthly Public Concerts at the School, which excite much interest; and the musical part of the Chapel Services is very striking, being conducted with great skill and beauty.

This Institution receives no aid from Parliament, but its Receipts from subscriptions, lagacies, investments, etcetera, amount to £16,605, or $53,025 per annum. All the arrangements of the different classes and branches of the Institution appear convenient and complete, and it has been and is an instrument of immense good to the most helpless, as well as most needy class of the population.

2. *Schools for the Blind in France.*

Among the Institutions of the Blind on the Continent of Europe, and in France, the Imperial Institution at Paris is the most magnificent in structure and appendages, if not the first in attendance and in the standard and comprehensiveness of its sources of instruction, on the European Continent. It is an Establishment of the State, where children of both sexes, and of all ranks, deprived of sight, receive an Intellectual, Musical and Industrial Education. It is administered under the authority of the Minister of the Interior, by a Director, Inspector-General of the First Class of Benevolent Establishments, assisted by a consultative Commission.

Intellectual instruction is primary and superior. Primary Instruction includes Reading, (with raised letters), Writing in raised points, Arithmetic, French, Grammar, Orthography, and the elements of the Natural Sciences. Superior instruction, (intended for the children of the wealthier classes), in addition, comprehends Literature, Mathematics, Geography, General History, History of France, and Common Law. Musical Instruction embraces the Scales, Harmony, Composition, the Organ, and the practice of one, or more, Instruments. Industrial Instruction includes, for Boys, Tuning of Pianos, Turning, Net-work, Basket-making, Brush-making, Bottoming Chairs, and all work which the Blind can be taught to do; for the Girls, Spinning, various kinds of Knitting and Netting, Straw, and various Fancy work.

A Chaplain gives Religious Instruction and prepares the children for their first Communion. Measures are adopted in concert with the Parents, relative to the Religious Instruction of children, not Roman Catholic.

The Girls are under the special care of female Teachers and Attendants, who watch over them with maternal solicitude. The best Medical Practitioners are appointed to the Institution and the infirmaries are under the charge of Nuns.

Every three months a Letter Report is sent to the families of the Pupils, giving a detailed account of their health, conduct and progress.

The period of time allowed to Pupils to complete their education is eight years. The age for their admission is from nine to thirteen years.

The expense of Board and Tuition, etcetera is, 1,000 francs, or $200 per annum, which is provided for by the Minister of the Interior for poor children; and for children of Parents of slender resources, half-bourses, (bursaries), or quarter-bourses, are provided to defray one-half, or one-quarter of the expenses of their children, according to circumstances.

Departmental Councils and Municipal Administrators also provide the whole, or part, of the support of children, whose Parents are in humble circumstances and resident within their respective jurisdiction.

All applications for admission, and for assistance, are to be addressed to the Minister of the Interior, or to the Prefects and Municipal Administrators of Charity. A preliminary deposit of 320 francs, ($64), is required to defray the expenses of the Trousseau with which each Pupil must be provided on entering the Establishment.

More attention is paid to Music and Fancy work, (some of which is very beautiful,) than in the London School for the Blind. Music constitutes an important part of the education of the Blind, in both the French and German Schools. The sweetest instrumental Music of the Blind, to which I ever listened, was in the Royal School for the Blind at Munich, in Bavaria. There are many Blind Organists in the Churches of the Towns and Villages in both France and Germany. In the order of Providence, a talent for Music, and often of a high order, is perhaps, more general in proportion to numbers among the Blind than among any other class of youth.

3. *Schools for the Blind in the United States.*

The Institutions for the Blind in the neighboring States, like those for the Deaf and Dumb, are, in my opinion, superior to similar Institutions of Europe. They are, at least, for a state of Society more like that in Canada, and, therefore, better adapted to our wants and pursuits.

The New York Institution for the Blind has been in operation for more than thirty years. Its situation, Premises and Buildings, in the City are convenient and magnificent. Its invested Funds from individual Donations and Legacies, amount to Fifteen hundred thousand dollars. The State appropriation for 1865, amounted to $59,159,—$15,000 was to make up deficiency of 1863, and $22,128 to make up the deficiency of 1864. For the support of Pupils from that State $1,704; and the Counties of the States of New York, for the clothing of State Pupils. The proceeds of the

sales of Manufactures of the Institution amounted to $4,979. The Receipts of the Institution from all sources, in 1865, amounted to $81,740.52.

The Legislature of the State of New York, at its Session in 1865, increased the allowance of State Pupils, (of whom there were 109,) from $200 to $300 each, exclusive of clothing, which is provided by the several Counties from which the Pupils are sent.

The Institution has three Departments of Instruction,—Literary, Musical and Mechanical,—and its avowed purpose is to instruct each Pupil in any, or all, of these, as the circumstances and ability of the Pupil may seem to determine.

The Pupils are received at twelve years of age, and the period of instruction is seven years. The Course of Study in the Literary Department embraces the subjects of a thorough high English education. Each year is divided into two terms. Besides the ordinary subjects taught in the Common Schools; the last two years of the Course embrace Physiology, and Hygiene, Algebra, Geometry, Natural Philosophy, Chemistry, Geology, Mental and Moral Philosophy, Logic, and the Science of Government.

In the Musical Department, Instruction is given on the Piano, on the Organ, in Vocalization and Chorus singing.

In the Mechanical Department—Mat, Broom, and Mattress making are taught. The object of this Department is stated to be, to enable male Pupils who can not make Music, or Literary Pursuits available in a business way, to earn a living by following these branches of industry. The female Pupils are taught Knitting, Sewing and Beadwork. The number of Pupils in the School was 124; of whom 60 were males, and 64 females.

The Illinois State Institution for the Education of the Blind

Is founded on a scale and conducted in a manner better adapted to the circumstances of Canada than that of New York. It is called one of the pioneer Institutions of the West. It was originally established and supported one year by benevolent citizens of Jacksonville, when the Legislature of Illinois, in 1849, passed an Act, authorizing a special Tax of two-tenth mills on the hundred dollars for the purchase of Ground, Erection of Buildings, and Support of the School. The amount of this Tax was more than was necessary to support the Institution; the law was repealed, and an annual appropriation of Twelve thousand dollars was substituted. The Report states, that "this sum has been sufficient to provide every desirable comfort and instruction for all the young Blind of the State."

The Buildings are plain, elegant, and very commodious. When I visited the Institution in the Autumn of 1866, there were about seventy Pupils, nearly equally divided between male and female; the neatness and order of the Pupils and Apartments appeared all that could be desired, as also the Furniture, Apparatus, Books in Raised Letters for the use of the Blind, and even a very considerable Library of Books, printed in Raised characters. The Music and Chorus singing would have done credit to any Institution, and the venerable Superintendent and Matron—Doctor Joshua and Mrs. Rhoads,—seemed indeed the loved and revered Parents of the whole sightless family.

There are Daily Prayers and reading of the Scriptures, and on the Sabbath, the Pupils attend the place of Worship, directed by their Parents. But every Pupil must attend some place of Worship. Nearly all the male Pupils can walk over the Town, and go to any Shops in it, with no guides but their Canes. Some of them come from and return to their Homes by Railroad without any Attendant.

In a previous page of this Report I gave an extract from the Law passed by the Legislature of Ohio in 1866, providing for the free education of the Blind, as well as of the Deaf and Dumb. I also stated, on authority, that Illinois had made the same

humane and liberal provision for the education of its own Deaf Mutes. It has likewise provided, in the same manner, for the education of the Blind. The Report says:—

The Legislature of Illinois has opened her benevolent Institutions to all her citizens who may be the children of sorrow, without respect to their wordly position. No questions are asked for admission into this Institution, except, is the Applicant a resident of the State, blind, and of a suitable age, capacity and character to receive instruction? These facts being ascertained, its doors open, and probably the child of misfortune and want will be seated at the same Table, and receive the same Instruction, as the child of the owner of thousands of acres of its fertile Prairies, both equally provided for by the liberality of the Legislature."

The following extracts from the Superintendent's historical Report of the Institution are very suggestive, while they present a practical view of the character and operations of this excellent Estabishment:—

My experience also freely warrants me in asserting that a child, remaining until the age of twelve years in its "home, however homely," would arrive at maturity more learned, more amiable, and more active, than if placed in an Institution conducted in the best manner, and with the utmost attention to the details of its management. Nothing of equal value can be substituted for the Home life of a young child.

Blindness is often a consequence of a vitiated state of health; sometimes the result of fever, in others of a scrofulous condition of the system. The timidity of ignorance of Parents prohibits the Blind from employing the only remedies for these conditions for the general health, videlicet, active exercise in the open air, and a cheerful occupation of the mind.

The Blind often arrive at the Institution dull, timid and inactive,—health delicate and organization feeble. We subject them to perfect regularity of duties, insist upon free exercise in the open air, provide a liberal diet, of which they freely partake. All signs of indisposition quickly disappear, and vigorous health, if not renovated constitutions, is characteristic of the Inmates of the Institution.

To produce these results, many concurrent causes must conduce. The most efficient, and, without which no success will attend our efforts, is the arousing into action of all their faculties, both mental and physical. Indeed, strange as it may seem, the secret of success in promoting the health and happiness of the Blind is the same as was said to be necessary to a perfect Orator, videlicet: Action, action, action.

In accordance with the above principle, we have established as a fundamental rule for the conduct of the Pupils, that they must be in action all day. Their whole time must be passed in Studying, Working, or Playing. No listlessness, or idleness, is encouraged, or permitted, except in cases of sickness.

The better to promote the health of the Pupils, care is taken in the arrangement of the Lessons to alternate them with relaxation. We are also careful to arrange the hours of employment, so that, although the Pupils are occupied nine hours per day, no two successive hours are devoted to one Exercise.

The instruction of the Blind is founded upon the employment of characters in relief, by which letters, notes, etcetera, ordinarily printed for the eye, are rendered sensible to the fingers.

It is perfected by oral instruction, which cannot be dispensed with. All the branches of a Common School Education are taught to the Blind in this Institution, and many of its Pupils have attained to an enviable degree of proficiency.

All the Pupils, who have been in the Institution for some length of time, can read with considerable facility. Indeed, a blind child will learn to read as quickly as one who sees. But the Instances are rare in which the Blind will ever be able to read as fast as the seeing, for the finger can feel only a single Letter at once, while the eye can see a whole word.

All the female Pupils attend Singing Lessons daily, and we provide Musical Instruments for all the male Pupils.

The department of mechanical Arts of the Institution is viewed with much favour by most practical Visitors. They consider the industry and skill of our Pupils with much interest; and whilst some doubt the utility of Music, and abstract Science, all appreciate the importance of teaching those to labour who wish in future to learn a subsistence.

The male Pupils are taught to make Brushes, and Brooms, and to weave Carpet. The female pupils do plain Sewing, Knit stockings, Tidies, Bed-spreads, etcetra, also make Worsted work and fancy Bead work.

Concluding Remarks and Suggestions.

1. I have thus, with all possible brevity, presented examples of the teaching, character and working of Institutions for the Education of the Blind, as well as of the Deaf and Dumb, and the modes of Establishing and supporting them, without entering into any speculations as to the cause of one malady, or the other, or theories in regard to their treatment.

2. One thing is clear,—the claim of both classes to public consideration in every civilized community; and I am profoundly impressed with the patriotic and truly liberal spirit in which that claim has been recognized by our American neighbors,—an example worthy of respect and imitation.

3. From the comparative helplessness of the Blind, and the kind of Apparatus, Instruments and Books for their Instruction in the ordinary elementary subjects, as well as in Music, the education of the Blind is proportionably more expensive than that of the Deaf and Dumb, although suitable Teachers for the Blind can be more easily obtained, and Premises for their accommodation may be less extensive than for the Deaf and Dumb.

4. When procuring Premises and erecting Buildings for the Lunatic Asylum in Toronto were contemplated, a small tax of a fraction of a farthing in a pound was proposed by the late Sir John Robinson, and sanctioned by the Legislature of Upper Canada.

That tax was never felt; yet the proceeds provided a Building Fund, out of which the Lunatic Asylum, Normal School, and other public Buildings, have been erected, leaving a large balance unexpended. If a similar course be adopted for a limited period, in providing Premises and Buildings for Institutions of the Deaf and Dumb and Blind, no addition will be made to the Public Debt, the ordinary Public Revenue will not be touched, no appreciable addition will be made to the Public Taxes, yet each citizen will have the pleasure of thinking that he is doing something specific in what marks the highest civilization and humanity of a people, and ample provision will be made for the education of the only two hitherto neglected and afflicted classes of our fellow countrymen. A special Tax of five cents on a hundred dollars of the assessed property of Ontario, for one year, would produce about $150,000, more than sufficient to procure proper Premises, erect and furnish suitable Buildings for Institutions of both the Deaf and Dumb and Blind; and a special tax of one cent per annum on every hundred dollars of assessed property would more than provide for the support of two Institutions of which the Country might well be proud, and which would confer unspeakable blessings upon the two classes which have the strongest claim to our sympathy.

5. I need scarcely add, that I think the Institution for the education of the Blind should be placed under the same oversight and responsibility as that for the Education of the Deaf and Dumb.

TORONTO, May, 1868. EGERTON RYERSON.

CHAPTER X.

RETURN IN REGARD TO THE SALARIES AND EMOLUMENTS OF THE OFFICERS OF THE EDUCATION DEPARTMENT FOR ONTARIO, 1869.

On the 8th of January, 1869, Mr. Edward Blake moved in the House of Assembly an Address to the Lieutenant-Governor, asking for copies of certain Letters and Documents relating to the Salaries and Emoluments of the Officers of the Education Department for Ontario.

The Provincial Secretary having sent a copy of this Motion to the Chief Superintendent of Education, Doctor Ryerson replied as follows:—

Letter to the Provincial Secretary from the Chief Superintendent of Education.

In your Letter of the 9th instant, you transmitted the following Resolution of the Legislative Assembly:—

"On Motion of Mr. Blake, an humble Address was voted to His Excellency the Lieutenant-Governor, praying for copies of the following Papers:—

"1. The Memorandum referred to in the Letter from the Chief Superintendent of Education to the Provincial Secretary of Canada, dated April 17th, 1861.

"2. The Accounts, including the extra payments made to Messieurs Hodgins, Marling and Taylor in 1863, sent by the Chief Superintendent to the Government, or to the Audit Office, and the Explanations accompanying those Accounts.

"3. The Accounts, including the various extra payments made to the various Employés of the Education Department, sent to the Government, or to the Audit Office, for each year since 1863, with any Explanations which accompanied such Accounts.

"4. Any Communications made to the Government, or to the Auditor, by the Chief Superintendent of Education, or to the Chief Superintendent by the Government, or the Auditor, since the year 1862, on the subject of the Expenditure of the Education Department.

"5. The Accounts sent to the Government, or to the Audit Office, of the Expenditure of the Normal and Model Schools, for each year, since 1863.

"6. Copies of any of the above Documents to be found in the Education Department."

The Address of the Legislative Assembly speaks all through of "Accounts," including certain items, but specified no limitations. To send *all* the "Accounts" would be to transcribe the Account Books from 1863 to 1868 inclusive. I cannot suppose that this was intended. I take it for granted that what was intended was a statement of all sums paid to the Officers named, and any extras paid to other Employés in this Department, together with the other Returns and Communications specially named in the Address.

As thus directed, I herewith transmit:—

1. The Memorandum attached to my Letter to the Provincial Secretary of Canada, dated 17th April, 1861.

2. A Memorandum from each of the Officers of the Education Department, named in the Address of the Assembly, stating in detail the sums which he has received, and for what services. The first part of one of these Memorandums was addressed by Mr. Hodgins to me at Quebec, where I was detained in May, 1863, in consequence of a motion made by the Honourable George Brown for the appointment of a Sub-Committee of the Public Accounts Committee of the House of Assembly, with himself as

Chairman, for the special purpose of examining into the Accounts of the Education Department of Upper Canada. I wrote to Mr. Hodgins for the Books and Vouchers necessary to answer the enquiries of that Sub-Committee, and for a special Account of all that he himself had received, and for what purposes. Mr. Brown, after spending a day, or two, in the Auditor's office examining the Accounts of my Department, thought proper to abandon any further enquiry; and the Memorandum of special Services and Allowances prepared by Mr. Hodgins for that occasion I herewith transmit, together with a supplementary Memorandum of the same kind down to the present time. All the principal items in this first Memorandum were submitted to a Committee of the Legislature in 1860, and will be found in *The Globe* Newspaper of that same year. This Memorandum is very important, not only as containing information asked for by the Legislative Assembly, but also as containing an account of the character and development of the Depository Branch of this Department, and of the creation and development of the domestic manufacture of Maps, Globes, and various School Apparatus, now to the amount, in connection with this Department alone, of upwards of $60,000.* It will also be seen that I have got no less than sixteen School Maps drawn and constructed for a less sum than was asked in 1859 by the Chief Commissioner of Crown Lands for constructing the School Maps of Canada alone.†

In regard to the drawing and colouring of Maps, especially the latter, that was first done by Contract with Messieurs Maclear and Company, in 1858. Afterwards, a specific, detailed and more advantageous, Contract was entered into in December, 1863, with Doctor S. P. May, Clerk of the Libraries. The price being for each Map, according to size and variety of colours—varying from 25 cents to 65 cents per Map—averaging all round 34 cents per Map. The same Contract was made for colouring Globes of different sizes. Doctor May's Memorandum will show what has been done and paid under this head.

The Memorandum of Messieurs Marling and Taylor each speak for themselves, and require no further remark than my unqualified testimony as to the great ability and faithfulness of these Gentlemen in the discharge of their duties, and in doing any additional work required of them from time to time.

* The following is a list of these articles of home manufacture now being made in this Province, chiefly in Toronto:—*Departmental Maps:*—(1). British North America, including Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, British Columbia, etcetera; size, 3 feet 10½ inches by 5 feet 4 inches; (2). The World; (3). Europe; (4). Asia; (5). Africa; (6). America; (7). British Isles; (8). United States; (9). Palestine—each 5 feet 5 inches by 4 feet 4 inches; (10). Canada; (11). Europe; (12). Asia; (13). Africa; (14). America—each 4 feet 2 inches by 3 feet 6 inches. *Globes:*—(1). Three-inch Hemisphere Globe (hinged); (2). Six-inch Semi-frame, large stand; (3) Six-inch globe, walnut stand; (4). Twelve inch globe, low stand, with Quadrant and Compass; Twelve-inch globe, with high stand; (5). Eighteen-inch globe, with high stand; Eighteen inch globe, with low stand; (6). Thirty-inch globe, low stand, with Quadrant; (7). Solar Telluric globe, with metal stand and frame. *Apparatus:*—Canadian School Planetarium (Solar System), high stand; Planetarium, low stand; The Tellurian, for illustrating the various phenomena resulting from the relations of the Sun, Moon, and Earth to each other, on wood stand, and sun coloured; Air Pump, barrel 7¼ inches by 2 inches, plate 8 inches, basement walnut, well finished; Air Pump, barrel 7 by 1¼ inches, Air Pump plate, 6 inches; Hemispherical Cups, with stop-cock, handles and stand; Electrical Machine, plate 12 inches, Prime Conductor 12 by 3 inches, insulated crank, and in every respect well finished; Electrical Discharger, large glass handle; Mechanical Powers, cherry frame, with four sets brass pulleys, with silk cord, two sets brass weights, simple and compound Levers, wheel and axle, screw and lever with nut, screw as an inclined plane wedge in sections, inclined plane with arc and binding screw, carriage ship's capstan, etcetera, complete; The same, smaller set. Set of twenty Geometrical Forms and Arithmetical Solids, containing Blocks to demonstrate the Carpenter's Theorem, that the square of the hypothenuse equals the sum of the squares of the other two sides; Flat black-board Brush, of lamb's wool, with handle on top; Archmiedes Screw Pump, with stand and cistern; Centrifugal Machine, mahogany frame, with brass geared wheels, also eight illustrations of centrifugal forces; of the cause of Bodies revolving on their smallest diameter, of the flattening of the poles, etcetera, Pointers (long and short) for Globe and Black-board Teaching; Dissected Cube Root Block, in box for illustrating Square and Cube roots, but especially the latter; Cone, with sections, in boxwood, pinned; Insulating Stool, polished wooden top, 13 inches by 11 inches, four massive glass legs; Numeral Frame (Abacus), various sizes; Non-Evaporating Ink Wells, (metal); Common Ink Wells, with iron covers; Over and Undershot Water Wheels; Canadian Rotary Map Stand, mounted on castors; Map Case, for hanging on a wall. *Charts:*—Macallum's Chart of Natural History; Robertson's Chronological Chart; Browne's Geometrical Diagrams; Merritt's Historical Chart of British North America. *Merit Cards*, twenty-one kinds—of which one million and a quarter have been sold.

† As to Mr. Hodgins' fitness for the duty of preparing and revising the Maps issued under the authority of this Department, I may mention that for years he has made the Science of Geography his study, and has issued three valuable Works on the subject. In connection with this matter I may state that, when in this Country some years ago, the late Doctor Hodgkin, of England—himself a writer on various philanthropic and scientific subjects, and Honorary Secretary of the Royal Geographical Society—examined these Works and expressed his high appreciation of them. On his return to London, as I find it stated in the proceedings of the Royal Geographical Society, "On motion of the Honorary Secretary, Thomas Hodgkin, Esq., M.D., seconded by Admiral Sir George Back and H. G. Finlay, Esq., J. George Hodgins, Esq., of Toronto, Canada, was elected a Fellow of the Royal Geographical Society." See "Papers Appended B" to Memorandum of the Deputy Superintendent, page 210.

3. The third of the items herewith transmitted is a Schedule of the sums paid to each of the remaining subordinate Officers in the Education Office, and which were regarded as regular additions to their original Salaries.

4. Copies of Letters to and from the Auditor and Provincial Secretary, and other Departments of the Government, since 1862, on the Expenditure of the Education Department.* An explanatory Voucher for every item paid by me for extra or special services was regularly sent each month to the Audit Office; and it will be seen by the Correspondence of the Audit Office, that, in every case, where the Vouchers were not sufficiently explicit, or satisfactory in even the most minute particulars, further explanations were asked and given. The only payment to which exception was taken, (a year's Salary of the late Head Master of the Normal School to his Widow), was afterwards confirmed by Order of the Governor-in-Council.

5. The Accounts sent to the Government, or to the Audit Office, of Expenditure of the Normal and Model Schools for each year since 1863, including also the sums which have been paid from Fees, etcetera, by the Normal and Model Schools to the Government; also the payment of $2,000 to Mrs. Robertson,—being the amount of one year's Salary of her late Husband, who died in the work, after having been 20 years in the Normal School as its Head Master, and founded our present improved methods of school teaching and discipline—and my Letter to the Provincial Secretary of Canada, explained the circumstances and grounds of that grant to Mrs. Robertson, which was sanctioned by an Order of the Governor-in-Council.

In connection with the foregoing references to the accompanying Returns, I think it just and proper to offer the following explanatory remarks as to the principles on which I have administered the Department, and engaged and paid for special services.

1. I have made it a rule to select, after trial, the most competent and trusty Assistants in the Department,—as few as could do the work, and render them as serviceable as possible.

2. To allow nothing to any Officer or Clerk for additional time employed in his own appointed duties under a pressure of work, although the practice has heretofore been in other Public Departments, not merely to allow a periodical increase of Salary under the Civil Service Act, but to grant frequent Allowances for any extra hours employed by Officers and Clerks in their regular official work.† I have sought to get an increase of Salaries to the Officers of this Department, as contemplated by the Civil Service Act, but not to grant any Allowances for additional official work. Had this increase been

* The copies of Letters in this section of the Return are, for greater convenience, arranged partly consecutively and partly in groups, according to subjects The object of this twofold arrangement is to allow the reader to follow one subject of Correspondence throughout, without break in its continuity.

† In the Public Accounts for 1870 I find the following entries as payments to Mr. John Langton, Provincial Auditor:—

Page.	For what service.	$ c.
61	Salary as Auditor	2,600 00
69	As Secretary to the Treasury Board	1,000 00
70	As Member of the Board of Customs	300 00
	Total to Mr. Langton	$3,900 00
		$ c.
	Salary to Mr. Bouchette	2,600 00
	As Member of Board of Customs	300 00
	Total to Mr. Bouchette	$2,900 00
		$ c.
	Salary to Mr. Griffin	2,600 00
	As Member of Board of Customs	300 00
	Total to Mr. Griffiin	$2,900 00
		$ c.
	Salary of Mr. G. Powell	1,650 00
	As Secretary of the Civil Service Board	200 00
	Total to Mr Powell	$1,850 00

made, in terms of the Civil Service Act, out of the Public Revenue, as I had urged, the corresponding payments made by me from the Depository, as per Vouchers sent to the Audit Office, would, of course, have ceased.

3. But for work done by an Officer of the Department, independently of the duties for which he was appointed, and for which his Salary was fixed, I have held that he was as much entitled to remuneration for his labour as any Professor of a College, or Teacher of a School, who, after having performed his appointed duties, should employ his time, and scholarships, and talents in Lectures, Teaching, Authorship, or any other labour, or as even a Minister of the Crown, who, in connection with his high Official duties, should still employ a portion of his non-official time, in his professional, or other private business. Examples abound,—in England, the United States, and in Canada,—of persons in public and other professional situations, who have, at the same time, reported and corresponded for Newspapers, and written Books, and Articles for Reviews, and done many other kinds of work, to augment their Salaries and make better provision for their families. It is unprecedented and unjust to deny to the Officers in the Education Department the use and profits of their own non-official time, such as is sanctioned by usage and fairness in other professional and civil employments, from the First Minister of the Crown down to the youngest Bank Clerk.

4. The Depository connected with this Department was created since the establishment of the Education Office, in reference to which its Officers were appointed, and their duties prescribed, and not in reference to the Depository. But, instead of appointing an additional Book-keeper, Accountant, and Treasurer of moneys connected with the Depository, I have found it most economical and convenient to graft those duties on those of the Office Accountant and Book-keeper, with a moderate remuneration, ($400 per annum), for this additional work, and to the Deputy Superintendent for the oversight and management of the Depository, $400 per annum. These sums were paid as a part of the cost of the Depository, and from its proceeds, and not a farthing of them from the Public Revenue or School Fund. Then, in the preparation of Maps there was no one connected with the Department that could either engrave, or print, or frame then; but there was one who could construct them, and another that could colour them. I therefore got most of them coloured by skilful persons in the families of Gentlemen connected with the Department, and I get them constructed in the same way for less than one-third of the sum demanded by the Crown Lands Department and by other competent parties.

5. I submit that the real question in which the Government and Parliament and public are interested is not to whom I have given compensation for services done in the Depository, but whether I have done the work economically and well and for the gain and benefit of the Country.

TORONTO, 16th January, EGERTON RYERSON.

SECTION NUMBER ONE OF THE BLAKE RETURN TO THE HOUSE OF ASSEMBLY.

"The Memorandum referred to in the Letter from the Chief Superintendent of Education to the Provincial Secretary, dated the 17th day of April, 1861."

NOTE. In order to make this reference to the Chief Superintendent's Letter of the 17th of April, 1861, more clear, I append a previous Letter on the same subject to that which this April Letter refers.

In July, 1857, Doctor Ryerson made a strong appeal to the Government that the terms of the Civil Service Act, just passed by the Legislature, should be made to apply to the Education Department, as it did to the Executive Departments of the Governments. No reply was made to this Letter for some months. At length, in October, 1857, a reply was received in which the Provincial Secretary stated that:—

"His Excellency having given full consideration to the reasons set forth by you, in favour of the recommendations submitted in your Communication, is of opinion that, inasmuch as the Civil Service Bill, (the principles of which you invoke), applies only to the Executive Departments of the Government, enumerated in the Schedules appended thereto, the scale of Salaries fixed by that Bill may, by analogy only, but not otherwise, furnish a rule whereby to regulate the Salaries of certain of the Clerks of your Department.

"In considering, therefore, the addition proposed by you to be made to the Salary of the Deputy Superintendent, His Excellency, having in view the fact that you, as Head of the Department of Education, do not, either in position or Salary, occupy the same status as the political Heads of the various Political Offices, cannot recognize any claim on the part of the Deputy Superintendent to hold the same position as the Assistants of those Officers.

"His Excellency has, however, been pleased to direct, that the salary of the Deputy Superintendent of Education for Upper Canada be fixed at £500 per annum.

"His Excellency has further been pleased to direct that Mr. J. G. Hodgins, the present Deputy Superintendent of Education, be allowed from the 1st July last, in addition to his salary of £500, the sum of £50 per annum, during his tenure of that Office, in consideration of his long and laborious services, connected with the establishment of a new Department.

In regard to this decision of the Government, not to let the Officers of the Education Department have the benefit of the advantages, which the Civil Service Act conferred upon the Officers of the Departments at the Seat of Government, Doctor Ryerson said:—

I made no reply to the Letter of the Provincial Secretary, dated the 13th of October, 1857. I cared not a fig for the reference to the inferiority of my own position. I was satisfied the Country would estimate that according to its worth and work, but I felt keenly the illogical and unjust reasoning and conclusions against the just recommendations which I had made, and the the false position in which it placed me in reference to my Assistants,—they being denied, on my account, what was allowed to the corresponding Officers of other Public Departments,—simply because I was not a party politician, although I was doing what no party politician could have done in behalf of the whole Country, without reference to party.

I never conversed with an Upper Canada Member of the Government, who did not acknowledge the justice of the claims which I advanced, but excused the non-recognition of them upon the ground that, if admitted, the same thing would have to be done for the Employés in the Education Office of Lower Canada, which was always in advance of its appropriations, and the expenses of which were greater than those of the Education Office of Upper Canada. I maintained that, while there was always a balance on hand of Upper Canada School moneys, and the expenses of the Office had been kept down, those whose industry and skill had enabled me to do so, should be rewarded, rather than punished, for such labours. Without any reference to what had been asked and refused in 1857, I renewed my application in the following Letter, dated the fifth of July, 1859.

In the Session of 1857, the Legislature passed a Civil Service Act, prescribing certain Salaries to the Deputies and Clerks in the several Departments, and certain increase of Salaries according to the period of service; and I beg most respectfully to submit to the Governor-in-Council that the subordinate Officers in the Education Office may be placed upon the same footing as are the subordinate Officers in other Public Offices. Both classes of Officers, with very few exceptions, were appointed before the passing of the Civil Service Act, and, of course, upon the same terms; and why the one class of Officers, any more than the other, should be excluded from the benefits of

that Act is difficult to be conceived. It is calculated to excite painful and discouraging feelings in the Officers of the Educational branch of the Public Service to be placed in a relation less favourable than those employed in other branches. I am sure, the subordinate Officers in this Department are second to no corresponding Officers in other Departments, in their qualifications, and industry and zeal for the public interests; and I submit, therefore, the justice and expediency of placing them upon an equal footing with the same class of Officers in other branches of the Public Service.

Not even the receipt of this Letter was acknowledged.

Being at the Seat of Government in the Spring 1861 I presented this case again to the Upper Canada Members of the Government, laying before them a Memorandum of the nature and grounds of my recommendations. I received such assurances from the Attorney and Solicitor Generals, that, at their suggestion, I addressed to the Provincial Secretary another Letter, dated, Quebec, April 17th, 1861, [which is now asked for by the House].

THE CHIEF SUPERINTENDENT OF EDUCATION TO THE SECRETARY OF THE PROVINCE.

I have the honour to transmit herewith a Statement and Memorandum on the subject of Salaries of the Deputy Superintendent and other subordinate Officers in the Department of Public Instruction for Upper Canada.

I have conferred with the Attorney and Solicitor Generals for Upper Canada on the subject, and, in accordance with their suggestion, I now transmit the Papers relating to it to you for the favourable consideration of His Excellency-in-Council.

I may observe that the subordinate Officers in the Education Office of Upper Canada feel that they have not been treated with the same consideration as the subordinate Officers in other Departments who have received Gratuities at different times, whereas the subordinate Officers in the Education Department had only an increase of salary in 1855, and then their Salaries were not made equal to those of corresponding subordinate Officers of other Departments.

For the fullest information in regard to the merits and claims of Mr. Hodgins, the Deputy Superintendent, I refer to my Letter of the 23rd of February, 1857.

No language that I can employ would be too strong in commendation of Mr. Marling, the Book-keeper, Accountant and Senior Clerk in the Department.

But I refer to the accompanying Memorandum for a statement of the grounds on which each of the recommendations has been made.

TORONTO, 17th April, 1861. EGERTON RYERSON.

The only answer ever received to the foregoing Letter was an acknowledgment of its reception.

ENCLOSURE. MEMORANDUM ON THE SALARIES OF THE OFFICERS AND CLERKS OF THE EDUCATION DEPARTMENT FOR UPPER CANADA, WITH A VIEW TO PLACE THEM ON THE SAME FOOTING AS THE OFFICERS AND CLERKS IN THE OTHER BRANCHES OF THE PUBLIC

1. THE DEPUTY SUPERINTENDENT.*

J. George Hodgins, LL.B., who holds this appointment since June, 1855, was appointed sole Clerk in the Education Office for Upper Canada, in September, 1844, at a

* NOTE TO MEMORANDUM.—I may add that during the four years before Mr. Hodgins entered College, at the age of twenty, he was employed in three Mercantile Establishments—the latter part of the time in the large Wholesale and Retail Establishment of Thomas Stinson, Esq., and afterwards of the late firm of Messieurs E. and J. Stinson, at Hamilton—being one season Fellow-Clerk with Charles Magill, Esq., late Mayor and present Member of Parliament for Hamilton. The Firm offered, (as may be shown by letter) Mr. Hodgins an advanced Clerkship, coupled with the personal assurance of afterwards being set up in business when he became old enough, if he would return to them after he had determined to enter College. Had he accepted their offer he would doubtless have been, ere this, with his business habits and talents, at the head of one of the largest Mercantile Establishments in Canada: but he determined to enter College where he obtained distinction, and where I selected him as my First Assistant in 1844. I have seen a Handbill, or printed Circular, of one of the firms referred to, dated February, 1839, in which "Mr. John G. Hodgins," (then eighteen years of age), is stated to the customers and debtors of the firm to be their "Agent at Galt," authorized to receive payments and give receipts on behalf of the Firm.

salary of £175 per annum, which he received till 1850; from 1850 to 1855 his salary was fixed at £225; in 1855, it was raised to £450; and in 1857, it was fixed at £500; and, (as stated in the Provincial Secretary's Letter of the 13th of October, 1857), "in consideration of his long and laborious services connected with the establishment of a new Department," his Excellency granted him, in addition, £50 per annum during his tenure of office. During all the years mentioned, however, Mr. Hodgins never received any portion of the Gratuities which were, especially in 1853 and 1854, given to the Officers and Clerks in all the other public Departments, as detailed in his Letter of the 23rd February, 1857. Besides, in 1857, when the Salaries of all the Deputy Heads of Departments, as well as the Heads of various branches, (for instance in the Finance Minister's Department), were raised to £650 per annum by authority of the Civil Service Act, Mr. Hodgins was not allowed the benefit of that Act, but his Salary was fixed at £500 per annum as above, although he had then been 13 years, (now 17, in 1861,) in the Public Service; while many of those whose Salaries were fixed at £650 in 1857, were considerably his junior in the Civil Service. It is, therefore, right and proper that Mr. Hodgins' Salary be fixed at £650, to take effect from the passing of that Act in 1857.

2. The Accountant and Senior Clerk.

Alexander Marling, who holds this office, was first appointed as Clerk in the Education Office for Upper Canada in 1854, at a Salary of £100 per annum. So useful did he make himself that his Salary was gradually increased from year to year, and in 1857, it was fixed, by Order-in-Council, at £250. In May, 1858, on the retirement of the Senior Clerk, Mr. Thomas Hodgins, Mr. Marling was appointed to succeed him at a Salary of £300. Mr. Marling has for many years discharged, with the greatest fidelity and efficiency, the onerous duties of Accountant to the Education Department,—the expenditure of which, on behalf of the Common and Grammar Schools of Upper Canada, and the Normal and Model Grammar Schools, etcetera, amount to about $320,000 per annum. An examination of the Accounts of the Education Department in the Auditor's Office will show the accuracy with which these numerous Accounts are kept. Mr. Marling, also performs many of the duties heretofore devolving upon his predecessor, and is clearly entitled, with Mr. Hodgins, to be placed upon the same comparative footing, in regard to Salary, as is provided by the Civil Service Act for Accountants in the other branches of the Public Service.

3. The Clerk of Correspondence.

Doctor A. J. Williamson, who holds this position, was first appointed as Clerk in the Education Office, in 1852, at a salary of £100 per annum. He has always been a highly efficient hand, and the beauty and correctness with which he copies the Letters and various important Documents of the Department, has always elicited the highest commendation. His Salary has been gradually and justly raised from year to year, and was, in 1857, fixed by Order-in-Council at £225 per annum. He is clearly entitled to the increase of £10 per annum allowed by the Civil Service Act, since July 1857, the period at which his present Salary was fixed.

4. The Clerk of Statistics.

Francis J. Taylor, who holds this position, was first appointed as temporary Assistant in 1856, at an allowance per day. In 1857, his Salary was recommended to be fixed at £150 per annum. He is very methodical and painstaking, and a most efficient Officer; and in May, 1858, in consequence of the promotion of Mr. Marling, he was advanced to the position of Second-class Clerk, with a Salary of £250. He is entitled to an allowance of £10 per annum, as provided by the Civil Service Act.

5. The Assistant Clerk of Statistics.

Herbert Butterworth who now holds this position was appointed in 1857 as Assistant in the Depository. So useful did he become that in that year he was transferred to the Education office as Assistant Clerk, and his Salary fixed by Order-in-Council at £125 per annum. He also is entitled to promotion to the rank of Third Class Clerk and to £10 per annum, from 1858, as allowed by the Civil Service Act.

6. The General Assistant Clerk.

Thomas J. Churchill, whom it is proposed to transfer from the Depository to this position, was first appointed in 1856 at a salary of £45. He was educated in our Boys' Model School and is now a young man of much promise. He has proved himself to be a most valuable Officer. His Salary was gradually increased up to £100, and he is recommended for appointment as Fourth Class Clerk with an increase of Salary of £10 per annum since 1857 as provided in the Civil Service Act.

7. The Depository Clerk of Libraries.

Clerk of Libraries, Samuel P. May, who holds this position, was first appointed in 1853, at a salary of £125 per annum. His talents are highly versatile, and of a peculiar kind. He can turn his hand to almost anything, and he is almost indispensable in a Department like this, combining, as it does, so many details, and in as many separate branches. He now receives £225, and is entitled to a like increase of rank and pay with the others. It should be borne in mind that none of the Salaries of the Depository Clerks are paid out of the Consolidated Revenue, but out of the profits of the Depository, which is made to defray the whole of its own expenses.

8. The Depository Salesman.

John T. R. Stinson* it is proposed to advance to this position. He has been now upwards of a year in the Office a junior Assistant Clerk, with a Salary of £45 per annum. It is proposed to give him a Salary of £75 per annum, payable out of the Depository Funds.

9. The Depository Clerk.

Edward B. Cope, aged 15, has been lately employed as an Assistant in the Office, at a salary of £35, with yearly increase, if he proves efficient, out of the Depository Funds. Appointment to be confirmed.

10. The Depository Messenger and Packer.

Christopher Alderson,† who holds this position, was first appointed in 1857, at a Salary of £75 per annum. It has been increased to £85. He prays for an increase of Salary, as that amount barely defrays necessary expenses. He is recommended for an increase up to £100 per annum, payable out of the Depository Fund.

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* The following faithful Servants of the Department, Messieurs Marling, Williamson, Taylor, Butterworth, Churchill, Stinson and Alderson are all dead.

† One of the Volunteers who fell at Ridgeway.

Statement showing the increase of the charge on the Consolidated Revenue, provided the foregoing recommendations are approved:—

Deputy Superintendent from	£550 to £650	£100
Senior Clerk and Accountant from	300 to 400	100
Clerk of Correspondence	225 to 260	35
Clerk of Statistics	250 to 260	10
Assistant Clerk of Statistics	125 to 150	25
Assistant Clerk	40 to 100	60
		£330
Less salary of Assistant Junior Clerk transferred to Depository..		35
Total annual increase		£295

SECTION NUMBER TWO OF THE BLAKE RETURN TO THE HOUSE OF ASSEMBLY.

"2. The Accounts, including the extra payments made to Messieurs Hodgins, Marling and Taylor, in 1863, sent by the Chief Superintendent to the Government, or to the Audit Office, and the Explanations accompanying those Accounts."

When Paid.	To Whom.	On What Account.	Number of Voucher sent to Auditor.	Amount	EXPLANATIONS.
1863				$ cts.	
Monthly...	J. George Hodgins, $8.33 ℔ month.	Normal and Model Schools.	15, 20, 23, 9, 15, 75, 141 151, 154, 125, 129, 133	100 00	Salary as Recording Clerk to Council of Public Instruction. [First granted in 1846.]
Monthly or quarterly.	J. George Hodgins, $33.33 ℔ month..	*Journal of Education*	125, 131, 370, 250....	400 00	Salary for sub-editing and conducting the publication of the *Journal*. [First granted in 1850 and increased in 1853—the year in which a parliamentary Grant was first made to it.]*
Dec. 24.....	Alexander Marling.....	Libraries, Maps, etcetera	226	400 00	Salary as Cashier and Accountant.

SECTION NUMBER THREE OF THE BLAKE RETURN TO THE HOUSE OF ASSEMBLY.

"3. The Accounts, including the various extra payments made to the various Employés of the Education Department, sent to the Government, or to the Audit Office, for each year since 1863, with any Explanations which accompanied such Accounts."

NOTE. This third Section of the Return includes five printed pages, giving a full and minute account, (as in Section Two), of the various sums paid to the Employés of the Education Department. They are too much in detail to be inserted here, but they can be seen in the Appendix to the Journals of the House of Assembly for 1869.

Accompanying this Section of the Return was the following Memorandum, written to the Chief Superintendent of Education in 1863, and to which he refers in his Letter transmitting this Return to the Provincial Secretary, as having been addressed to him at Quebec, when, on Motion of Mr. George Brown, a Committee of the House of Assembly had been appointed to examine into the Accounts of the Education Department, but which, (as explained in Doctor Ryerson's Letter,) never reported.

* The receipts of the *Journal of Education* from Subscribers up to the end of 1868, (independently of the Parliamentary Grant), were nearly seven thousand dollars ($6,829.29), every penny of which has gone into the Public Treasury--so that in point of fact, Mr. Hodgins, during the twenty years he has been connected with the *Journal*, he has not received at the rate of more than about Fifty dollars a year, on an average, from the Parliamentary Grant to the *Journal*.

MEMORANDUM FOR THE REVEREND DOCTOR RYERSON, IN REGARD TO THE SALARY AND ALLOWANCES OF THE DEPUTY SUPERINTENDENT OF EDUCATION FOR UPPER CANADA FROM 1844. [DATED 4TH OF MAY, 1863].

It having been intimated to me that the question of my Salary and Allowances is likely to be made a subject of attack, it is proper to give you, in order to lay it before the Committee of the House of Assembly at Quebec, a brief summary of the payments made to me from 1844 to the present time, and also to refer to the corresponding Salaries and Allowances made to other Officers in the Public Departments.

In September, 1844, I came into the Education Office, and in October, 1844, I was appointed, upon your recommendation, as sole Clerk in the Education Office for Upper Canada, at a Salary of $700 per annum. This amount I continued to receive for six years.

In 1850, the Council of Public Instruction made me a special Allowance of $100 per annum from 1846 to the end of 1848, when a second, or Assistant, Clerk was appointed in the Office.* In July of the same year, (1850), my Salary was increased, under the Statute, from $700 to $900. I then, for the first time, was paid out of subscriptions received, $300 per annum for sub-editing and superintending the publication of the *Journal of Education*. This took place three years before a Grant was made to that publication by the Legislature.†

In April, 1853, the Council of Public Instruction, by Resolution, made me a special grant of $200 "for the onerous duties performed by him during the last three years, in regard to the Contracts, Buildings, Accounts, etcetera, of the (new) Normal School, now closed." In September of that year, (1853), you wrote an Official Letter to the Honourable the Inspector General, recommending, in view of the increase of labour and responsibility in the Office, that I should receive $1,500 per annum. In reply, Mr. Hincks promised to use his "exertions" to obtain at least $1,200 for me, and said:—"I think there is no doubt of success. It occurs to me that you can manage something extra for Mr. Hodgins for this present year, when arranging his expenses for his English Mission. If we can manage in this way for the present year, and get the £300 next year, it will be about as much, I think, as can be accomplished." I did go to England and to the United States,—was absent 4½ months—and made purchases of Books and Maps, etcetera, to the extent of $30,000.‡ For this extra duty, I received from the Depository Funds about $160 over and above my travelling expenses. Mr. Hincks' expectations for 1853 were not realized, and I never received the remaining $140, which would have made up the proposed addition of $300 to my Salary. From the Public Accounts of that year, however, it appears that an extra sum from the Consolidated Revenue of $17,000 was distributed among the Officers of the various Public Departments, under the heads of "Increase of Salary" and "Gratuities."

* It is worthy of note that the School Act of 1846, under which I first became Recording Clerk to the Council merely required me to attend its Meetings, and record its proceedings. The Allowance, therefore, of $100 a year was made to me for special services, which were not required of me by the Act of 1846, but which were afterwards fully set forth in the School Act of 1850.

† In Lower Canada, since 1859, this charge for sub-editing is paid out of the Consolidated Revenue, and not out of the Grant for the journal. See Public Accounts.

‡ I was fortunate enough to be on the same Cunard Steamer to England with His Excellency, the late lamented Lord Elgin, to whom I entered into full detail in regard to the objects of my Mission. Before leaving the Steamer, Lord Elgin most kindly promised to aid me in every way he could while in England, and wrote me his address as "Broom Hall, Dumfermline," in case I should have occasion to refer to him. He also added the following paragraph to your Letter of Instructions and authority, which, in more than one instance, I found to be of essential service to me:—

"I believe the object of Mr. Hodgins' mission to be most important to Canada, and I trust that he will meet with all support and encouragement.

"ELGIN AND KINCARDINE,
"*Governor-General.*

"September, 1853."

One of my Letters, reporting to you, as far as I had gone, my proceedings in England, having been enclosed to the Honourable Mr. Hincks, he says in reply:—"I return you Mr. Hodgins' interesting Letter, with thanks for its perusal. It was fortunate he went by the same Steamer as Lord Elgin. I am much interested in the success of your Libraries, which is beyond my most sanguine expectations."

"QUEBEC, 11th October, 1853." F. HINCKS.

In 1854, my Salary remained at $900, instead of $1,500, as recommended by you in the year before; nor did I receive even the proposed $300 addition to it, as agreed to by Mr. Hincks at his lower scale of advance. In that same year, however, a further sum of $22,500 was distributed among the Officers of the various Public Departments as increase of Salaries, etcetera. To this day, I have never received the balance of $440 even on the $1,200 salary agreed to by Mr. Hincks. Thus, while my official Salary remained at the same rate as in 1850 ($900), about $40,000 were distributed, as before stated, among the other Employés in the Public Departments at Quebec.

On the 30th June, 1855, I was gazetted, by direction of the Governor-General, as "Deputy Superintendent of Schools for Upper Canada," and, in the same year I received an addition of $900 per annum to my salary—making it $1,800. The Deputies at that time received not less than $2,240 per annum each. In this year, (1855), the Employés in the Public Departments received in the gross about $9,060 as increase of Salaries, etcetera.

In 1856, $100 a year, out of the *Journal of Education* Fund, were paid to me as arrears for 1853, 1854, and 1855.* In the same year, the sum of nearly $2,000 was paid for extra work in various Public Departments, as per Public Accounts, besides about $20,000 for personal expenses of removal from Quebec to Toronto.

In July, 1857, my salary was raised to $2,000, and I received, as a gratifying recognition of my services, a special addition of $200 to it, as communicated to you in a Letter from the Secretary of the Province, dated 13th October, as follows:—"His Excellency has further been pleased to direct that Mr. J. G. Hodgins, the present Deputy Superintendent of Education, be allowed, from the first of July last, in addition to his Salary of £500, a sum of £50 per annum during his tenure of that Office, in consideration of his long and laborious services connected with the establishment of a new Department." The Council of Public Instruction further agreed to restore its allowance of $100 per annum from 1849, in which year it had ceased to be paid. I also received $250 for three Maps of British America which I had prepared, and which were sent to be engraved in Edinburgh, London, and New York. The important object was thus secured of having these Maps of Canada, and the other Provinces brought within the reach of every School in the three Kingdoms, and placed upon the same footing there as the Maps of England, Ireland, and Scotland, for we had them published in the two most important and extensive series of Maps issued in England and Scotland at the time, and so, to that extent, this Department aided the Emigration Commissioners, and was the means of bringing the Maps of this Country popularly before the British Schools, as well as the general public,—a thing which had never before been accomplished. In the same year, (1857), the Civil Service Act was passed, and under its authority, the salaries of the Chief Clerks and Deputies at Quebec were fixed at from $1,800 to $2,000. $6,000 were paid in this way for additional Salaries, and for extra services in various Public Departments.

In 1858, I received $75 extra for preparing and revising some Maps and Sheets, while in the same year, $3,255, were distributed among various Officers of the other Public Departments for extra services.

In 1859, I received $70 for revising Maps, and $76.50 for 17 dozen copies of a Geography and History which the Publisher had furnished to the Depository. The Attorney-General also authorized you to pay me $100 for preparing an edition of the School Acts in a Manual. This is the only extra payment which I ever received from the Consolidated Revenue. In the same year, $8,200 were distributed as arrears, advances, and Gratuities among various Employés in other Departments of the Public Service, besides the payments, as in 1856, for personal expenses in removing from Toronto to Quebec.

* In the Estimates for this year, [1863], as in former years, it is proposed to pay for this duty in Lower Canada out of the Consolidated Revenue, and not out of the Grant to the *Journal*, as in Upper Canada.

In 1860, I received the last $46 for revising Maps, being an average on the whole, of about $35 per map for all the Maps prepared and revised for the Department. In the same year, about $1,500 were paid for extra services in other Public Departments.

In 1861, I received nothing except the temporary advance of a quarter's Salary; while $7,300 were paid for extra, (or by way of increase of,) Salaries to Employés in the other Public Departments. In this sum is included an amount of $500 each to two gentlemen for extra work, and $200 to a third; besides $2,070 extra salary to Doctor E. A. Meredith, as Inspector of Prisons, at the rate of $1,000 per annum, and $1,698 to Mr. John Langton, for the same duty, and at the same rate, not, of course, including travelling expenses.

In 1862, I received nothing, except a temporary advance of Salary, repayable by instalments, and on the settlement of my claim for preparing the Consolidated School Law Manaual, and revising several new Maps, etcetera. In this year, several increases and allowances were made to the other Employés, as in previous years, but the several amounts are not specified. The Expenditure on behalf of the Civil Government, in which these extra sums are included, is given in the Public Accounts as upwards of $40,000 more than that of 1861. The extra allowance of $1,000, continued to one of the Gentlemen named as Prison Inspector, is not, however, included in the $40,000 of increased expenditure.

In regard to the Consolidated School Manual, I may remark that upon the consolidation of the several School Acts into one, I spent much spare time in the preparation of a Consolidated School Law Manual for the use of Trustees, and others. Having passed through the Law Course of the University of Toronto, I was enabled to turn the information thus acquired to practical account; and I appended to the Manual explanatory Notes, references, and Departmental Forms, etcetera, together with a digest, (partly prepared by Mr. Marling), of the ten years' Decisions of the Superior Courts, from 1850 to 1861, applicable to particular Sections of the School Act on which decisions were given; to the whole is added a very full index in the usual legal form, (chiefly prepared by Mr. Taylor, and revised by me). As to the value of the compilation, I have only to refer you to the very complimentary notes which I received in 1861 from the late Sir J. B. Robinson, Chief Justice of Upper Canada, and from the Honourable W. H. Draper, C.B., present Chief Justice, in regard to it. For the preparation of this Manual, I have received nothing.

Then, in regard to the Maps, I may remark that during the last few years, I have revised five or six additional Maps, now published under the direction of the Department, and for which I have received no allowance. As to the value of these revisions, and the style and finish of these Maps, I will quote an illustrative proof, taken from a Letter received on the 30th ultimo, from the Trustees of one of the School Sections. The original letter I enclose. The Writer says:—"The Trustees feel well satisfied with the Maps, and cannot but express their satisfaction to the Authorities connected with the Education Office, that such an improvement has taken place in the lithographic department since the School Section received their last [English] Maps in 1859."

There is one Map, however, on the preparation and revision of which more than usual time and care have been bestowed. This is the new Map of British North America, a copy of which I send you by Express. Before undertaking this Map, in 1859, a Letter was addressed to the Honourable Commissioner of Crown Lands, inquiring at what cost such a Map could be prepared for our Schools. The Honourable Mr. Vankoughnet, in his reply, dated the 6th May, 1859, stated "that the cost of the construction of a Map of the Province, suitable for Public Schools, would be £300." As we required a Map of the whole of British North America, the payment of $1,200 for Canada alone seemed to be beyond our reach. You, therefore, thought it best for me to undertake the Map, as I had given a good deal of attention to the subject. Application was at once made to the Provincial Secretaries of Nova Scotia, New Brunswick,

Newfoundland, and Prince Edward's Island, and from them was obtained the latest information in regard to those Provinces, either in the way of new Maps, or tracings of revised Maps. Of our own Province, I collected the best Maps, I could procure, (including some furnished, for final revision last year, by the Honourable Wm. Macdougall, present Commissioner of Crown Lands). With these materials, and after three years' labour, Mr. S. P. May, Mr. T. C. Scoble, and myself constructed the Map to which I have referred. This Map embraces the whole of British North America, including on a reduced scale, the entire Country lying between Lake Superior and the Pacific Ocean, with the recent surveys, etcetera. A Map of sailing routes, showing the connection of British North America with the various ports of Western Europe, is also given. Altogether, the Map looks well, and is greatly admired. It is of the largest class in size. For the three years' extra labour bestowed on this Map, and the consequent saving of the payment of $1,200 for a Map of Canada alone, I have received nothing.

Then, again, I may refer to the Depository, upon the management and details of which I bestow so much personal supervision and labour not originally contemplated. From the Balance Sheet of the last and previous years' operations, which I sent to you a few days since, you will recall the fact that the Depository sends out about $25,-000 [in 1868, $40,000], worth of Books, Maps, and Apparatus each year, and that it has not only cleared its own Expenses, but has also, (without departing from the original arrangements in regard to Prices, etcetera), provided a surplus with which gradually to replace the money advanced in its establishment. For all the care, labour, and responsibility which I have bestowed upon the management of the Depository for twelve years, including the purchase of nearly $250,000 worth of material, I have received from its Funds but $160 as extra travelling expenses, in 1854.*

Into further detail as to my official duties,† it is not necessary to enter; but I may say that, notwithstanding the extra labours which I have enumerated, I have nevertheless fully performed, to the best of my ability, all my own proper share of the ordinary, as well as extra Office work, without extra fee, or reward, and without encroaching upon the time of others in the Office. Of this, I feel assured they will bear cheerful testimony.

It is worthy of special remark, however, that the exclusion of the Employés of this Department from the same individual status, as that enjoined by the Department of Public Works, Post Office, or Crown Lands, etcetera, because the Head of the Department is not in either House of Parliament, is simply to place Education in the persons of the subordinates in the Department in an inferior position. In this connection, I may say that my official status is not now that of a Chief Clerk, which I had held from 1844 to 1855, or even of a Secretary, as in Lower Canada; but it has been that of a regular Deputy since 1855. In June of that year, I was formally appointed by His Excellency, as intimated by Letter from the Provincial Secretary, and also gazetted, as "Deputy Superintendent of Schools for Upper Canada." I do not think it either reasonable, or just, in order to support what may be called a departmental theory, or fiction, to deprive me, as has been done, of my legitimate status in the Public Service (under the Civil Service Act with its corresponding emoluments) acquired after many years of active service.

Although I hold the Office of Deputy Superintendent, the Salary attached to that office is fixed at $2,000, while that of other Deputies, when acting as such, is $2,600. In my case a special exception was made, and His Excellency in Council authorized $200 per annum to be paid to me, as a "good service" allowance, during my tenure of office, "in consideration of [my] long and laborious services connected with the estab-

* Up to the end of 1868, the total purchases and payments on Depository Account amounted to $475,000.

† See Paper A appended to this Memorandum, page 210.

lishment of a new Department." Thus, although the status of a Department was recognized, as well as my own official rank and services, equal justice to the Employés in it has never been granted.

TORONTO, 4th May, 1863. J. GEORGE HODGINS, Deputy Superintendent.

SUPPLEMENTARY MEMORANDUM FROM MR. HODGINS, IN CONTINUATION OF THE FOREGOING.—FROM 1862 TO 1868.

The foregoing Memorandum was written in May, 1863, when you were at Quebec, and sent to you there, with a view to submit it to any Committee of the House of Assembly on our Department, which was to be appointed,—as the subject was then under consideration.

In consequence of the request recently made in the Legislative Assembly, it is necessary to complete this Memorandum from 1862 to the present time.

During 1861, 1862, and 1863, I received no remuneration for the special services which I had rendered in that and preceding years, and which are detailed in the foregoing Memorandum. Including the allowance for editing the "*Journal of Education*," etcetera, my Salary remained the same from 1857 to 1864; but the amount of Salary, payable to me out of the Consolidated Revenue, was from $200 to $400 less than that allowed, not only to other similar Officers in the various Public Departments, but also to Gentlemen as the Head of branches in several of the Departments.

Of the special claims for remuneration, which I had urged in the preceding Memorandum, two were partially taken into consideration in 1863; but it was not until January, 1864, that you consented, after careful consideration of each item, to allow the first claim, which was for preparing and revising, during the preceding years, twelve large Maps for the Lithographer, as follows:—Map of St. Paul's Travels and Plan of Jerusalem, $15; Palestine and the Desert Wanderings of the Children of Israel, $33; Canada Series Map of Asia; $36; large Maps of the Eastern Hemisphere, Western Hemisphere, Canaan before and after the Conquest, and Canada Series Map of Europe, $40 each; large Map of Europe, $50; Canada series of America and large Map of Asia, $60 each; large Map of the British Isles, $70; Departmental Map of the whole of British North America, including Upper and Lower Canada, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, North-West Territory (Red River, Saskatchewan, etcetera), and a route Map of Europe and America, $400. [*Note.*—The cost for preparing part of this Map (Upper and Lower Canada), the Honourable Commissioner of Crown Lands estimated at $1,200].*

I am quite aware that the sums claimed for the preparations, (exclusive of the drawing) of these Maps, (which my previous training and experience had enabled me to execute to year satisfaction,) were about one-fourth of their value, according to the estimate filed in this Office for similar work by the Crown Lands Department, and by other competent persons. Yet it being important that they should be produced for the Public Schools, at the lowest possible cost, and of a better style than the English Maps, no larger sums were set down, or allowed by you than those named, although the process of comparing and verifying names, physical features and boundaries, etcetera, was very tedious, and the time spent upon them, in my own home, was very considerable.†

I may remark, in connection with this matter, that when Mr. Lindsay, (the eminent Shipowner, and Member of the British Parliament), visited our Department, he expressed his surprise at, and admiration of these Maps, and could scarcely believe

* See "Additional Papers B appended," page 212.

† See "Additional Papers B appended." page 212.

that they were prepared and published in Canada, until the corresponding English Maps were produced, and he compared them for his own satisfaction.*

The consideration of the second claim, for services rendered in establishing, developing, and managing the Depository for twelve years, (including purchases for it to the extent of $250,000), you farther deferred, until the entire accounts of the operations of the Depository,—the value of its stock,—its surplus savings from 1851 to 1862 inclusive, and its general condition could be fully reported upon. This was done early in the year, but it was not until the latter end of June that you consented to allow me, at the rate of $200 per annum (from 1857 to July, 1864, inclusive) "for extra services in establishing, developing, and managing the Depository," and $400 per annum for managing, and making purchases for it from July, 1864.

It was not until 1865 that you consented to allow me for the third item in the foregoing Memorandum, videlicet: the preparation of the "School Law Manual" of 1861, and that of 1864. For the performance of this service, you allowed me $75 each, instead of $100, as had been previously authorized by the Honourable the Attorney-General for the "School Law Manual" of 1859.

During the year 1865, not less than $13,130 were distributed, as "arrears of salary," among the Employés of the other Public Departments.

In 1866, for revising and reconstructing a Map of Europe, twenty-four dollars, Cards, large and small, for the Lithographer, and for getting coloured three hundred Maps of various sizes, (at an average of 32 cents per Map), ready for the Map mounter, there was paid, as per Voucher sent to the Audit office, the sum of $187, and $60 for the new Grammar School Manual. During the same year, $1,600 were distributed in the other Departments, under the heads of "increase of salary," "arrears," and "gratuities."

In 1867, the edition of 1,000 of each of several Maps, lithographed in Toronto for the Depository in 1858-1862, having become exhausted, it was necessary to revise and reconstruct some of them, and to have inserted in them all the recent changes as indicated Books of Travel, and publications of the Royal Geographical Society. This was done with great care, (aided by Doctor May, who executed the drawings), after the necessary information had been procured in England and the United States. These new Maps are greatly superior to the former ones, and are much clearer in their general features and outlines. For this service on three Maps I received $95 in 1867, and $77 last year, as per Vouchers, sent in with the Accounts.

During the year 1867, I got coloured six hundred and forty-three Maps of various sizes, ready for mounting, for which $330 were paid, (at an average of 51 cents per Map); and $47 in 1868 for getting 159 Maps coloured, (at an average of 29 cents per Map). During the year 1867, $6,834 were paid in the other Public Departments, under the heads of "arrears," "increase of salary," and "detention allowance." One Gentleman receiving no less than $600 for "extra services," another $400, and another $1,000 for extra duty as Prison Inspector.

In connection with the payments for preparing and revising these Maps during the past nine years, I desire to make the following remarks:—

1. That the amount paid to me for the sixteen (16) Maps, (exclusive of drawing), was less than the sum estimated by the Crown Lands Department for constructing only one of them in part, videlicet, the Province of Upper and Lower Canada alone. (See "Papers Appended B," page 212).

2. That the Maps themselves and most of the Lithographic Stones on which they are engraved have become the property of the Department. No person could be induced to undertake the publication of the required series of Maps on any other terms, on account of the amount of capital it would absorb. Nor could we get the Maps done so cheaply were it not that we agree to take an entire edition of 1,000 copies of each Map, in quantities of not less than 100 at a time. We have further

* Since Confederation, large numbers of this Map have been ordered by Official Persons from the Publishers.

agreed to allow the Printer and Publisher to supply private parties with copies of any of the Maps, and thus encourage and promote Canadian enterprize.

3. That by thus stimulating and developing this branch of industry in the Country, the Department is enabled to give employment to Map Engravers, and to save for the Province the fifteen (15) per cent. duty at present imposed upon Maps, besides freight, etcetera, while, at the same time, it retains the money in the Country, and can supply the Schools with a better description of Map than can be imported, and at a much lower price.

I will now, with your permission, make a few general remarks in concluding this Memorandum:—

1. In 1867, the relations of the Department to the Ottawa Government were changed, yet we had reason to believe that such a transfer of official relations from one Government to another would not affect our official status in the Public Service, or result in a loss to us as individuals. It is true we have not shared in any of the sums which from the beginning had been distributed each year among the Employés of the other Departments, yet we hoped that, under the Ontario Government, our stated Salaries and allowances would not be reduced without some notice. For while the Deputies and all the other Officials in the Departments, which remained with the Ottawa Government, have had an Act passed to protect them in the enjoyment of their present increased Salaries and Emoluments without diminution, the three principal subordinate Officers of this Department have had theirs reduced; two at the rate of $500 per annum, after 14 and 24 years' service; and one, after 12 years' service, at the rate of $200 per annum.*

The provisions of the Act to which I referred, as giving protection to our late Co-officials, is as follows:—

"Nothing in this Act shall affect the Salary, or emolument, of any Officer, or Clerk in the Civil Service at the time of the passing of this Act (1868), so long as he shall be continued in office." This just and equitable provision of the Act was passed in a House in which five Members of the House of Assembly have seats. I cannot conceive that what was just and equitable to Public Servants in Ottawa, can be otherwise to similar Public Servants in Toronto.

2. I know that it has been urged that the whole of the Salaries and Allowances paid should have been estimated in one sum; and that because this was not done during the last few years in the Public Accounts at Ottawa, that, therefore, it could not de done in the Ontario Estimates.†

3. In regard to the first of these objections, I may state that were we to adopt the course indicated, it would be a violation of the principle upon which the Accounts in the Department have been kept separate from the very beginning.

We have first the Normal and Model School Account, then the Depository, and the Office Salaries, and other Accounts. Now, to change the Salaries of all the Employés in the Department to any one of these Accounts would be an injustice to the others. Everything done for, and in the Normal and Model Schools for which a Salary, or allowance, is paid, is charged to the Normal and Model School accounts. So with the Depository, and so with the Office Account proper. The rule has been to require each branch of the service, or department of work, to pay its own proper share of Salaries and all other expenses. Take, for instance, the case of fuel and heating. We have but one steam apparatus for the whole of the main building. Now, to charge this service to the Office, to the Depository, or to the Museum, would be to impose an unjust burthen on one particular Fund, and entirely to relieve the others of their

* Of course, had your recommendations of an increase of Salary out of the Consolidated Revenue Fund been adopted as authorized by the Civil Service Act, the extra payments of Salary made by you out of the Depository would have ceased; and as a set-off or equivalent to the increase, the Salary of some junior Clerk in the office staff could have been transferred to the Depository account.

† In a Return laid before a Committee of the House of Assembly last month, I find that in eight cases the nominal Salaries of gentlemen in one of our Public Institutions are considerably augmented by extra payments. For another example of such payments, see note on page 194.

proper share of the common expense. So it would be also to employ a portion of the time of any of the Officers in the Depository, and then to relieve the Depository, which pays the whole of its own expenses, of its proper share of the payment of the Salaries, and allowances of such Persons.

In regard to the second objection, it may be answered that this Department is not responsible for the form in which the Ottawa Authorities present their Accounts to the public. All it can do is to send, (as it has regularly done,) detailed Statements of its Receipts and Expenditures every month to Ottawa,—and latterly to the Provincial Treasurer,—with the accompanying Vouchers, etcetera. For any omission of details in the printed Public Accounts, which it has thus regularly furnished, this Department should not be held responsible.

It has been urged that the Salaries, and allowances, in this Department, and I believe in the analagous one of the Crown Lands Department, are higher than those given in the new Departments lately organized. This is true, I believe; for length of service and the great practical experience in Office duties and routine derived from it gives skill and efficiency which it is just and reasonable should be proportionately rewarded. But the question of Salaries in different Departments can only be equitably settled upon careful investigation and comparison, and a knowledge of the particular work done, and the mode of doing it.

The Civil Service generally, and ourselves in particular, have always suffered, I think, for want of a good system of Departmental inspection and oversight on the part of the Government and Legislature. The Committee of the House of Assembly has, in part, remedied this evil so far as we are concerned, but still not so fully as a permanent system of inquiry and supervision would do. And we cannot but feel that having once passed through the early stage, or period, of a new Department, it would be scarcely fair, after its twenty-four years' existence and service to the Country, to ignore that service, and require us to begin like a new Department at the point where we did upwards of twenty years ago.

The record of the Department for the past twenty-four years is a very gratifying one, and I can justly refer with pleasure to its growth and prosperity, since upon your recommendation, I first became associated in the management of its details and working.

The following Table will shew what was the state of the Department when I first became connected with it in 1844,—what it was in 1857, when I received the "good service allowance" in consideration of my then thirteen years' "services" in the organization of "a new Department," and what it is now, after a further service of eleven more years, when part of the emoluments received since 1857 has been discontinued.

The following is the Table referred to,—

Subject.	1844.	1857.	1868.
Number of Schools of all kinds in charge of the Department.	2,700	4,094	4,855
Number of Pupils attending these Schools	96,756	285,314	416,812
Gross expenditure on behalf of these Schools, which has to be supervised in the Department	$400,000	$1,161,819	$1,833,011

I may mention that, in 1844, there was only one School Act to administer—that introduced into the Legislature in 1841, by the late Honourable C. Day, and amended in 1843,—while now there are no less than four distinct School Laws with supplementary Acts, the administration of which is entrusted to the Department, videlicet:

1. The Consolidated Grammar School Act, including the provisions of the various Acts passed since 1853, and the Grammar School Amendment Act, passed in 1865.

2. The Consolidated Common School Act, including the provisions of several Acts passed since 1846, and a Statute passed in 1860 called the Common School Improvement Act.

3. The Roman Catholic Separate School Act of 1863.

4. The Separate Common School Act for Protestant and Coloured people, consolidated in 1859.

It is a no less pleasing fact that, in a System, with upwards of 20,000 Persons actively engaged from day to day, in its management so little cause of complaint has arisen; and that out of about 6,000 official Replies a year to Letters received by the Department, so rarely an appeal to the Governor has been made. This is the more gratifying when it is known that these Replies involve legal points and questions of an endless variety in regard to the application of the School Fund, the relation of School Trustees to Municipalities, Teachers to Trustees, Pupils to Teachers, Local Superintendents to Trustees and Teachers; School Meetings, Trustee Elections, School Sites, School Houses, their erection, etcetera. School Arbitrations, local disputes, School Returns, etcetera.

I have not in this Memorandum referred to the time and labour bestowed in the arrangement and oversight of our Educational Museum. These, under your direction and supervision, have involved a great deal of time and care in determining the style of decoration, and the mode of exhibiting, to the best advantage, the various Objects of Art in the Museum. [See Appended Papers A herewith, page 210].

4. In regard to the actual working and expenses of our Department, it should be borne in mind that we have not for years increased our Office Staff, although the labour has increased from 30 to 40 per cent. To meet the increased work we have lengthened our Office hours from 10 to 4 to 9 to 5, and in proportion as we have been remunerated have encroached upon our own private leisure to perform it. Nor have the burdens been unequally increased on any one Officer thus remunerated, but all have proportionately shared in the increased work devolving upon his particular branch.

It is worthy to note in this connection, that at certain seasons of the year, and on particular occasions, when extra time was required to perform the additional work thrown upon any one branch of the Office, no one in the Department has ever asked for, or received a farthing's, extra pay for extra services in his own particular branch. This is especially true in regard to the preparation of four large Returns asked for by the Legislature from time to time.* Three of these Returns are of 65, 76, or 256 pages each, and the fourth to 59 pages quarto, or 180 pages of the ordinary size; but for the greatly increased work involved in their preparation on one in the Office ever received a farthing's extra remuneration, nor was even a single extra Clerk engaged to prepare them.

Of course, it is different where additional remuneration has been statedly paid for additional specified work. But under the new arrangement, I assume that the work of the Office will have to be revised so as to be performed within the ordinary hours, (except in case of a special press of work), with an increased staff proportionate to the extent of work to be performed.

Toronto, 12th January, 1869. J. George Hodgins, Deputy Superintendent.

* Not including the present one. This also has been prepared without extra cost.

APPENDED PAPERS (A).

To the Memorandum of Mr. Hodgins, Deputy Superintendent of Education for Ontario.

I. General Duties of the Deputy Superintendent.

In practice, these Duties may be briefly expressed in the words of the Statute relating to the duties of Deputies in the Departments, as follows:—

1. "He shall have authority, (subject always to the Head of Department,) to oversee and direct the other Officers and Servants of the Department, and shall have the general control of the business of the Department, and such powers and duties as may be assigned to him," etcetera. In the absence of the Chief Superintendent, he takes charge of the Department.

2. In order to give effect to these general powers, work in the Office is first apportioned among the subordinate branches,—each in charge of a Senior Officer,—and then to each Clerk, etcetera. The Clerks in the Office proper are subordinate to the Chief Clerk, and those in the Depository to the Clerk of Libraries. The gentlemen placed in charge of branches are responsible, through the Deputy, to the Chief Superintendent for the work done in their branches, and the mode of doing it. As a general rule, the work of each Officer and Clerk in the Department passes in review before the Deputy at one stage or other of its progress, and he reports when necessary to the Chief Superintendent, etcetera. Forms and blank Memorandums are provided to facilitate this arrangement. All recommendations for promotion, increase of Salary, or employment of additional Clerks, are made by the Deputy to the Chief Superintendent.

II. Details of the Deputy Superintendent's Office Work.

3. All the Letters addressed to the Department (about 8,000 a year) are, by direction of the Chief Superintendent, received and opened by the Deputy, who classifies them for filing. When entered in the "Letters Received Book" by the Clerk of Statistics, those involving legal and various other questions arising under the School Laws are laid before the Chief Superintendent for his instructions, or for reply by him. Drafts of Replies are also under the Chief Superintendent's direction, prepared by the Deputy, besides giving explanations, etcetera, to parties calling at the Office in the Chief's absence or otherwise. The drafts of Letters relating to the branches in charge of the Chief Clerk and Clerk of Libraries are prepared by these Officers, and supervised by the Deputy before being copied and despatched by the Clerk of Correspondence. About 6,000 official Replies are sent out from the Department each year, in addition to the large number of verbal replies given to parties calling at the Office. Reports on special matters arising in the Department, are made from time to time by the Deputy, as directed, to the Chief Superintendent. All the Apportionments to Grammar and Common Schools, etcetera, applications for Warrants, etcetera, are supervized by him before submitting them for the approval of the Chief. The blank Forms of Reports sent out yearly and half-yearly to Municipalities and School Corporations are revised by him for the approval of the Chief before printing; also the forms of Registers used in the Grammar, Common, and Separate Schools. He also prepares or revises the Forms, printed Documents, and other papers in use in the office, and gives directions for the supply from time to time of Registers, blank Forms, Reports, School Acts, etcetera, to parties entitled to them.

4. All requisition for articles required in the Normal and Model Schools and other branches of the Department are sent for supervision by the Deputy before being submitted by him for the approval of the Chief Superintendent. In ordinary matters the Head Master of the Normal School also consults with the Deputy. The more important,

or any special, subject he submits to the Chief Superintendent, and confers with him on them.

III. The Educational Museum and Library.

5. Under direction of the Chief Superintendent, the oversight of the Educational Museum and Library of the Department devolves upon the Deputy. [He has also, under direction of the Chief Superintendent, and aided by the Clerk of Libraries, supervised the decorations and arrangements of the Rooms, the disposition of the articles exhibited, and the style and mode of their exhibition, and other details.]

6. One feature of the Museum for years has been the collection and arrangement of such Engravings, Maps, Plans, and other illustrations of Canadian History as could be procured. In the Departmental Library, two special features have also been kept in view for years. The first is the collection of rare and other Books, original Documents, Pamphlets, etcetera, relating to the History of the various Provinces from the earliest times; and secondly, the formation of an Educational Library embracing works relating to Education in theory and practice, and Education Reports from various Countries, and Text Books and Parliamentary Documents. [The collection under these heads is now both extensive and interesting. For fuller details, see Chief Superintendent's Report for 1868.]

IV. Miscellaneous Details, etcetera.

7. Matters relating to the Building, etcetera, and various other details, are dealt with somewhat in the same manner as before indicated.

V. The Depository Branch.*

8. All orders for England or the United States for Books and Requisites are prepared by the Deputy for approval by the Chief Superintendent. Requisitions for articles to be manufactured in the City are supervised by him for approval, before having them submitted to Tender by the Clerk of Libraries. [Requisitions to the Stationary Office and all orders for printing to the Queen's Printers from the Department and Normal School are made in the same manner, under the new system.]

9. All Contracts, Agreements, Bills and Invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the Sales paper, and approved by him before being sent off by post.

10. The selling prices of all Library and Prize Books, and all other School Requisites received from England and elsewhere, are, under the general scale, approved by the Chief Superintendent, determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

11. The selection of Books for Local School Libraries and Prizes, after revisal by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character, and number of the Books selected are in accordance with the order and wishes of the Municipal Council, or Grammar, Common, or Separate School, Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of Library and Prize Books entirely to the Department. In such cases regard is had to the condition of the School, the number and ages of the Scholars, the character of the neighbourhood, whether old, or new, settlement, and the attainments of the Pupils, the nature of the population, whether Protestant, or Roman Catholic, or mixed, nationality—whether Irish, Scotch,

* No allowance was made to Mr. Hodgins for six years after the Depository was established (*i.e.* from 1851 to 1857). The additional salary was not paid out of the public revenue, but out of the proceeds of the Depository, which, since its establishment in 1851, paid all its own expenses, including salaries, and all other charges and expenses. In January, 1869, the allowance for these special services were discontinued, taking effect from the first of that month. It was in reference to this allowance that the Committee of the House of Assembly, in its report on the Department, expressed "regret" at its discontinuance, for the reasons therein stated.

or German, etcetera, or any other peculiarity suggested by the parties sending the order, or incident to the case.

NOTE.—Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine each Clerk having anything to do with an order affixes his initials to it, indicating that part of it for which he is responsible. Thus in case of complaint, which rarely occurs, any neglect, or omission, is readily traced. In a year's transactions, involving the sending out of about $40,000 worth of material to the Schools, not more than from six to eight such cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found that the fault, or oversight, has been with the parties themselves.

APPENDED PAPERS (B).

To the Memorandum of the Deputy Superintendent of Education for Ontario.

CORRESPONDENCE ON THE COST OF THE CONSTRUCTION AND REVISION OF SCHOOL MAPS.

Application to the Crown Lands Department to know the cost of preparing a large Map of the Province having been made a Reply was received as follows:—

I have to acknowledge the receipt of your letter of the 29th ulto., and in reply to inform you that the cost of construction of a Map of the Province, suitable for Public Schools, will be about £300, and that if you are prepared to recommend the expenditure out of the Education Fund, the work will go on.

TORONTO, 6th May, 1859. P. M. VANKOUGHNET, Commissioner of Crown Lands.

LETTER TO MESSIEURS CHEWETT AND COMPANY AS TO THE COST OF PREPARING THE MAPS NAMED IN THE LETTER.

I have the honour to request that you will please let me know if you could undertake to redraw, revise, and prepare for the Lithographer the following Maps, and at what cost per map, videlicet:—

1. National Series of the Map of Europe.
2. Departmental Series of the Map of British Isles.
3. Departmental Series of the Map af Palestine, including (1) Canaan before the conquest by Joshua; (2) Ditto after the conquest; (3) Holy Land in the time of our Lord; (4) Travels of St. Paul; (5) Wanderings of the Israelites; and (6) Plan of Jerusalem.
4. National Series of the Map of America.

Each of these Maps will have to be accurate in regard to latitude and longitude, and include in it the latest information in regard to Boundaries of Countries, Physical Features (Mountains, Rivers, Lakes, etcetera), and any noticeable facts mentioned in Books of Travel, and the proceedings of the Royal Geographical Society.

This careful revision and comparison with geographical standards will of course have to be done to the satisfaction of the Head of the Department, and subject to his approval.

As these Maps will have to be put in hand at once, I will thank you to send me in, at your earliest convenience, an estimate of the cost of preparing them for the lithographer, in the way I have indicated.

TORONTO, 3rd February, 1869 J. GEORGE HODGINS, Deputy Superintendent.

REPLY TO THE FOREGOING LETTER.

We beg to submit the following Estimate according to your request in Letter of 3rd instant:—

Map No. 1. Redrawing, revising and preparing copy of Lithographer of Map of Europe, National Series, $500.00.

Map No. 2. Redrawing, revising and preparing copy of Lithographer of Map, of British Isles, Dept. Series, $400.00.

Map No. 3. Redrawing, revising and preparing copy for Lithographer, Palestine including Cannaan before the conquest of Joshua, the same after the conquest, Holy Land in the time of our Lord, Travels of St. Paul, Wanderings of the Israelites, Plan of Jerusalem, $500.00.

Map No. 4. Redrawing, revising and preparing copy for Lithographer of Map of America, National Series, $400.00. Total $1,800.

The whole of the foregoing to be executed to the satisfaction of the Head of the Department.

TORONTO, 5th February, 1869. W. C. CHEWETT & CO.

NOTE. In reply to a further inquiry Messieurs Chewett and Company replied that the cost of revisions of these Maps would be the same as for their original construction.

MEMORANDUM RESPECTING THE APPOINTMENT, SALARY, AND DUTIES OF THE CHIEF CLERK AND ACCOUNTANT OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

1. The undersigned was first appointed as an Assistant Clerk in February, 1854, at a Salary of $400, on probation. In 1855, his appointment being confirmed, the Salary was raised to $700, and he was placed in partial charge of the Accounts. In 1857, the salary was made $800 in January, and raised to $1,000 in July, by Order-in-Council, passed in October, and by which he was appointed Accountant. In March, 1858, he was allowed $100 for additional services. In June, 1858, on the retirement of Mr. Thomas Hodgins, he was promoted to the rank of Chief Clerk with the same Salary as was fixed by the Order-in-Council for the previous Chief Clerk, namely, $1,200. But while his Predecessor did not discharge the duties of Accountant, those duties continued to be discharged by the undersigned, in addition to those pertaining to the office of Chief Clerk, and which are more particularly referred to below.

The reason why no addition was then made to the Salary, in consequence of the combination of these two offices in one person, was that the undersigned had been rapidly promoted, as is shown above, and had in the previous year, 1857, had his salary raised, first from $700 to $800, and next from $800 to $1,000. The Salary fixed in 1858, at $1,200, however, remained unaltered, notwithstanding the increased duties of the office, the cost of living, and the length of service of its occupant, until the end of 1863.

During this interval, the Civil Service Act had gone fully into operation in other Public Offices, and Persons holding the same official rank, and performing similar duties to those allotted to the undersigned, when he was simply the Accountant, were receiving $400 more per annum than he was allowed, even after his promotion, and the imposition of new and more serious responsibilities. At the end of 1863, therefore, the sum of $400 was added to the income of $1,200 already received, and the Salary remained at $1,600 till 1866.

2. The Grammar School Improvement Act, passed in 1865, provided for an amendment in the System on which Meteorological Observations had been taken at certain Grammar Schools. It was enacted that the Observers should be paid $15 each per month for their work, provided their Returns were satisfactory. In order to the due

observance of this conditional requirement, it became necessary that a minute examination of the numerous Meteorological Returns should be made. The results thus ascertained could, however, only have any practical value by being made known to the public, while such publication would serve the further object of an additional motive to the Observers for the due and faithful performance of their work. The nature of the labour connected with this branch of official duty required that care should be exercised, and that interruptions should as far as possible be avoided. The work has accordingly been done out of Office hours, and for this the undersigned has been allowed, from 1866, inclusive, $200 per annum. He has received, from the same period, an additional $100 on being called upon to discharge the duties of Recording Clerk to the Council of Public Instruction. This allowance has for many years attached to the office of Recording Clerk, and was granted by an Order of the Council. He has to attend the Meetings of the Council, prepare for the most part its Minutes and routine Correspondence, and these duties require frequent extension of the hours usually assigned for official work.

The above-mentioned Salary and Allowances are all the payments which have been made to the undersigned during his connection with the Education Department.

3. With respect to the duties of the Office he holds, it may first be observed that the preparation of the data on which the Grammar and Separate School Grants are distributed, is one important branch. Each of these Schools reports directly to the Office, and the Returns, which are rendered in detail, require close examination and some troublesome Correspondence.

4. The School Accounts, received from each Municipality in the Province, showing the due receipt and application of the Legislative and Municipal Common School Grants, are also audited by the undersigned. Every payment to Teachers from these Funds is here enterd in detail.

5. He is also responsible for the due disbursement of the School Grants, and must see that previous Grants are duly accounted for before payment is made.

6. He also prepares the Apportionment to the Superannuated Teachers, records their applications and payments, and those of Subscribers to the Superannuation Fund.

7. Is Registrar of Provincial Teachers' Certificates—verifies, signs, records, and indexes each Certificate granted.

8. Pays the Salaries of the Officers and Servants of the Education Office, and Normal and Model Schools monthly, and keeps the Accounts of all Receipts and Payments for these Establishments.

9. Prepares several of the Statistical Tables for the Chief Superintendent's Annual Report.

10. Drafts Correspondence, and makes Reports respecting matters arising in connection with Grammar and Separate Schools, Superannuated Teachers, Council of Public Instruction and Finance.

11. Keeps a regular set of Books by double entry, and nine auxilliary Books, including the Cash Account. When he was placed in charge of the Accounts, he made a fresh record of every past transaction from the foundation of the Office, on the System of Double Entry, in order that a uniform plan might appear throughout. The Books also show the various amounts which have, in past times, been voted by the Legislature, or otherwise granted for all Common and Grammar School purposes, and the amounts received, or withheld, on account of such Grants.

12. Prepares all Estimates for moneys due and periodically required for the various Services of the Department. Makes up the monthly Accounts, and transmits them to the Treasury Department, accompanied by a Voucher for every payment made, the amount to be so accounted for being between $300,000 and $400,000 annually. Makes Remittances of all Cash Receipts to the Treasurer. The Auditor of Public Accounts for Canada, in a published Statement, testified his satisfaction at the mode

in which this duty was performed in 1863, and the same system has been continued to the present time, the Accounts being sent monthly, instead of Quarterly as before, with detailed Vouchers.

13. The extra duties connected with the Council of Public Instruction, and the Meteorological Abstracts, are already referred to.

14. The Chief Clerk has also been expected to exercise a certain supervision over the work of others in his branch, who have charge of other important Books, not mentioned above, and it is further his duty to confer with the Deputy Superintendent with respect to the general work of the Department.

TORONTO, January, 1869. ALEXANDER MARLING, Accountant.

No. 6.

MEMORANDUM OF THE AMOUNTS RECEIVED BY, AND DUTIES OF FRANCIS J. TAYLOR, CLERK OF STATISTICS IN THE ONT RIO EDUCATION DEPARTMENT, FROM THE 15TH OF MARCH, 1856, TO THE 31ST OF DECEMBER, 1868.

Entered Education Office March, 1856; received for my services that year, $290; for the year 1857, $540; for the year 1858, $900; for the years 1859 to 1863, inclusive, $1,000 per annum; for the year 1864, $1,100; for the year 1865, $1,150; for the years 1866 to 1868, inclusive, $1,200 per annum; have received nothing else in any shape whatever. Of these amounts, $100, in 1858, were for extra Depository services; and again, in 1864, $100 for extra office work. My duties are,—

1. To enter and index in Letters Received Book, all Letters and Reports of every description.
2. To make out, and copy in Order Book, all Book Orders.
3. To keep the Mail Books of the *Journal of Education*.
4. To endorse and take charge of all Depository Long Sales.
5. To make up the greater portion of the Tables and some Appendices, and do all the proof-reading of Chief Superintendent's Annual Report; also to examine all Annual School Returns.
6. To perform a large amount of extra work, proof-reading, etcetera, for Depository, Office, Museum, Normal School, etcetera.

TORONTO, 16th January, 1869. FRANCIS J. TAYLOR.

No. 7.

MEMORANDUM BY DOCTOR S. P. MAY, CLERK OF THE LIBRARIES.

Statement of all moneys received by the undersigned from the Education Department during the following years:—

1864.		1865.	
Drawing Maps for supervision	$49 00	Colouring Maps and Globes....	$628 90
Colouring Maps and Globes....	738 00	Salary	1,100 00
Salary	900 00		
	$1,687 00		$1,728 90

1866.

Drawing Maps for supervision..	$10 00
Colouring Maps and Globes....	720 00
Salary	1,200 00
	$1,930 00

1867.

Drawing Map for supervision.	$15 00
Colouring Mapes and Globes...	921 00
Salary	1,200 00
	$2,136 00

1868 in part.

Colouring Maps and Globes...	$82 20
Salary	1,300 00
	$1,382 20

1. The drawing and preparing Maps for supervision was partly done at my own House, and partly at the Office before the regular hours.

2. The Map colouring was not done by myself individually, but at my House by Persons employed for that purpose, assisted by my family. The price was fixed for each kind of Map on the basis of a Tender received from Messieurs Maclear and Company, submitted by me to the Deputy Superintendent, and approved of by the Chief Superintendent in 1863. The average prices paid to me do not exceed Messieurs Maclear and Company's Tender. Continual changes were made from time to time in the colouring of some of the Maps (Europe for example) involving additional labour, for which no extra remuneration was received. A Book is kept by the Depository Salesman, in which is recorded the number of Maps sent to be coloured. On receipt of the coloured Maps, they are entered in a Book kept by myself, and then taken to the Chief Clerk, who examines each Map, and then gives a receipt for them in my Book, from which he checks my invoices on presentation.

TORONTO, 15th January, 1869. S. P. MAY, Clerk of Libraries.

SECTION NUMBER FOUR OF THE BLAKE RETURN TO THE HOUSE OF ASSEMBLY.

"Any communications made to the Government, or to the Auditor, by the Chief Superintendent, or to the Chief Superintendent by the Government, or the Auditor, since the year 1862, on the subject of the Expenditure of the Education Department."

NOTE.—The copies of Letters in this Section of the Return are, for greater convenience, arranged partly consecutively and partly in groups, according to subjects. The object of this two-fold arrangement is to enable the Reader to follow one subject throughout without break of continuity.

The Official Papers included in this Return, in reply to the request contained in paragraph Four of Mr. Blake's Motion Number Two hundred and sixty-seven (267) Letters and Documents, extending over a period of five years, 1863-1868. They include every particular relating to the financial administration and expenditure of the Education Department during those years. As the most important of these Letters and Documents have already been incorporated in the proceedings of the Department as inserted in this Documentary History they are not inserted here. They can, as a whole, be seen as arranged in the Return be seen in the Appendix to the Journals of the House of Assembly for 1869.

SECTION NUMBER FIVE OF THE BLAKE RETURN TO THE HOUSE OF ASSEMBLY.

The Accounts sent to the Government, or to the Audit Office, of the expenditure of the Normal and Model Schools for each year since 1863.

A statement of these Accounts is given in the Return. They have already appeared in the Documentary History in the successive years' Reports of the Department.

When the Return was compiled, many of the Letters and Documents required for it had not yet been received from Ottawa (as belonging to Ontario), but a private intimation was given to the Provincial Secretary that they would be sent for so as afterwards to include them in the Return. In the meantime the following Letter was sent to the Department by the Provincial Secretary, including one from Mr. Blake on the subject:—

LETTER FROM THE PROVINCIAL SECRETARY TO THE DEPUTY SUPERINTENDENT.

I have the honour to transmit to you herewith a copy of a Letter received this day from Mr. Blake, M.P.P., the Mover of an Address to the Lieutenant-Governor, dated the 8th of January, 1869, asking for certain Papers and particulars from the Education Department, to which the Return purporting to contain the information required was presented to the House of Assembly on the 20th of January, 1869.

You will have the goodness to supply so much of the further particulars asked as it may be in your power to furnish, noting the items, (if any), which it will devolve upon this Department to procure from the Government Offices at Ottawa.

TORONTO, 2nd February, 1869. THOS. C. PATTESON, Asistant Secretary.

ENCLOSURE. LETTER FROM MR. EDWARD BLAKE, M.P.P., TO THE PROVINCIAL SECRETARY.

It will be in your recollection that, almost immediately after the presentation of the Return to the Address for papers connected with the Education Office, I mentioned to you that it appeared to me that the Return was defective in several particulars; and it was then arranged between us that, instead of stating the facts across the House, I should call your attention to them after the close of the Session, in order that the omissions might be remedied.

In accordance with that arrangement, I now beg to point out that the Address asked, in the first five Sections, for copies of papers to be found at Ottawa, and, in the Sixth Section, for copies of any such papers, which might be found in the Education Office.

The primary source of information is Ottawa, although, of course, where copies of the identical Papers are found at Toronto, it may be unnecessary to procure second sets.

The second Section of the Address asks for "the Accounts, including the extra payments made to Messieurs Hodgins, Marling and Taylor in 1863 sent by the Chief Superintendent to the Government or to the Audit Office, and the explanations accompanying those Accounts."

I do not find any Return to this Section, and would suggest that it should be procured from Toronto, or Ottawa, or both. A reference to the pamphlet issued during the late Session from the Education Office, will show that such Accounts and Explanations were sent to Ottawa, and they are, no doubt, accessible.

With reference to the 3rd and 5th Sections of the Address, they do not seem to be complied with. [For these Sections of the Return see pages 200 and 217 herewith].

What is asked for is what was sent to the Government, or to the Audit Office. What is given is a compilation, or Abstract prepared in the Department, no copy of which was sent to the Government, or to the Audit Office. I would, therefore, suggest that the Address should be complied with in these particulars. The following papers seem to be wanting, in order to complete the Return to Section four.

(1) Memorial enclosed in the Letter of the Chief Superintendent to the Assistant Secretary on the 12th of December, 1866.

(2) The Report of Mr. Langton to Mr. Galt enclosed in that Letter.

Letter of the Auditor to the Deputy Superintendent, dated March the 5th, 1866.

(3) The Account enclosed in the Letter to the Chief Superintendent of Education, January the 30th, 1866.

(4) The Voucher referred to in the Letter of the Auditor to the Chief Superintendent, dated September the 12th, 1867.

(5) The Estimate enclosed in the Letter of the Chief Superintendent to the Auditor, dated the 11th of July, 1865.

(6) The Statement enclosed in the Letter of the Chief Superintendent to the Auditor, dated the 1st of February, 1865.

(7) The Statement enclosed in the Letter of the Chief Superintendent to the Auditor, dated the 5th December, 1864.

(8) The Statement enclosed in the Letter of the Auditor to the Chief Superintendent, dated September the 15th, 1864.

It is possible that, on a hasty inspection of the paper, I may have omitted some additional defects, and may have suggested some defects which do not exist. No doubt you will have the Return examined in your Office and made complete. An arrangement was made by the Printing Committee, under which I was to communicate with the Chairman on the Return being completed; and I should therefore be glad to hear from you at your convenience on the completion of the Return.

TORONTO, 1st February, 1869. EDWARD BLAKE.

LETTER IN REPLY SENT TO THE PROVINCIAL SECRETARY.

I have the honour to state, in reply to your Letter of the 2nd instant, enclosing one from Edward Blake, Esquire, M.P.P., in reference to the Return from this Department, moved for by him in the House of Assembly, (as intimated in your Letter of the 9th ultimo,) and sent to you on the 16th, that, if you will have the goodness to send me back the Return referred to I shall endeavour to supply the omissions pointed out.

In the Return itself I noted several omissions, and intimated to you privately that the information asked for would be procured and inserted afterwards. With that view we applied to the Department of the Secretary of State at Ottawa for certain Documents in its possession. They have now been procured, and will be inserted in the Return itself, if you will be kind enough to send it to this Department for that purpose.

In the meantime, I may remark that the information asked for in Sections Numbers Two and Three of the Address was included in the Memorandum in the Return, as you will see, in the Chief Superintendent's Letter to you of the 16th ultimo. Section Number Four was given in full, (267 Letters and Documents), as far as the information in this Department would enable us to do at the time. The omissions were noted in the Return, and we proposed to supply them afterwards.

Section Number Five of the Address was given in full detail at the end of the Return—although probably it was overlooked by Mr. Blake. It is referred to on page four of the Chief Superintendent's Letter transmitting the Return to you.

No time will be lost in sending back the Return to your Office, as complete as we can make it. I have no doubt we can promptly procure from the Auditor, or the Secretary of the State any Paper, or Document asked for, which we may not now have,—although I think we have them all in our possession.

Please intimate the foregoing in reply to Mr. Blake's letter.

TORONTO, 3rd February, 1869. J. GEORGE HODGINS, Deputy Superintendent.

The Globe Newspaper having called attention to the payment for extra services to the Officers of the Education Department, I addressed the following Letter to the Editor of that Paper:—

LETTER TO THE EDITOR OF *The Globe* BY THE DEPUTY SUPERINTENDENT OF EDUCATION.

In the absence of the Chief Superintendent of Education, permit me to say a few words in reply to your Editorial in *The Globe* of Friday, on this Department and its Employés.

It is much to be regretted that persons in the Civil Service are almost invariably taken at a disadvantage in any discussion with the press on the subject of their incomes and emoluments. Their very subordination imposes restraint. If their Salaries bear any just proportion to their length of service and the value and importance of the duties imposed upon them, they are generally decried, because hundreds of young men might easily be found who would attempt to perform their duties for one-half of their Salary. The parties objecting do not profess to go into the detail of those duties, or practically to ascertain their value. It is enough to find that one "Official" receives $1,000, another $2,000, and those in the higher grades from $3,000 to $3,500. The "retrenchment" movement, being always popular, down they must all go to a mark below which the same class of persons could scarcely live in professional life. It is known that these "Officials" are powerless to prevent the reduction, and dare not resent the injustice done to them and their families. For a time a little transient popularity is gained at the expense of a few individuals; but, by and by, Ministers often, upon consideration and examination into each case, restore the Salaries, and, in some instances, make them higher than before. I have now been about twenty-five years in the Civil Service, and am, I believe, correct in saying that this is the history, in brief, of the character and evil effects of each indiscriminate "retrenchment" movement, through which we have passed. I do think, however, that inefficient persons in the Civil Service are somewhat to blame for this state of things. In point of fact, these spasmodic acts of personal injustice are, in many cases, due to the inherent defects of the Civil Service iteslf. We have not, as a class, insisted strongly enough upon a rigid system of departmental inspection and oversight. The really good have suffered equally with the inefficient; while all heart and spirit are taken out of those who have been, and are still, anxious to perform their duties faithfully and conscientiously, while there was, and while there is, any prospect of justice, or fair play.

Under the new Civil Service Act of 1868, and the Regulations of the Dominion Government, (from the operations of which the political necessities of our new state of existence exclude us), they have happily inaugurated a better state of things among our old confreres. And, in their case, it has been specially provided that "nothing in the Act shall affect the salary, or emolument, of any Officer, or Clerk, in the Civil Service at the time of the passing of this Act, or so long as he shall be continued in office." But as yet, the Employés transferred to Ontario have necessarily suffered in passing through the ordeal of establishing new Departments under a new system of Government. Thus, in our Department there has been a sudden and serious loss of Salary; but we have the happiness of knowing that those gentlemen who lately examined into the working of the Department and learned what were the duties of each Officer in it, expressed in their Report to the House, their "regret" at the "reduction

which had been made in the amount of their Emoluments, without relieving them of their extra duties,—the result of which will in all probability be an increased expenditure in the shape of additional Clerks." The latter alternative, with singular inconsistency, you strongly advocate, and say:—"If more Clerks were really required then let more Clerks be had." From this it is clear that you have no objection to the "increased expenditure" of money in the Department, so long as the present Officials are deprived of it.

While you thus so strongly object to our present system, why do you not, instead of impugning the personal honour and assailing the integrity of the Employés in this Department, visit it and see for yourself if the insinuations which you make are true, This was the course pursued by the late Mr. W. L. Mackenzie, who came to this Office, and was convinced, from his own personal knowledge, of the falsity of the accusations which had been made in his paper. By all means let us have an honest, manly foe like Mackenzie! Or, if you still prefer to make these insinuations without inquiry, and are so dissatisfied as you profess to be with the favourable Report of a Committee of the House of Assembly, why do you not insist upon the issue of a Commission by the Governor, with the Honourable George Brown, or any other dissatisfied party, equally competent, as Chairman, to inquire into every particular in *The Globe's* bill of indictment against the Department?

There can be no difficulty in procuring for the public the information which you desire, nor of obtaining an investigation into your charges, if undertaken by some responsible Person, or Persons, under the authority of the Government. You will then see, as did the Committee of the House of Assembly, that the system of accounts for all Moneys received is "thorough and complete in its character." You will then see also that no Person in the Department ever had, or can have, any personal interest in any Contract, or Agreement, made with the parties you name. You will also see, as did the Honourable George Brown in the Audit Office in 1860, (and published in *The Globe* of that year), what I, with others, have received, and for what service. The Vouchers for every payment made have been sent each month to the Audit Office, or to the Provincial Treasurer, Toronto, where they can be seen. From these Vouchers you will see, as doubtless you have, that during the last nine years I have received, (independently of the addition to my Salary,—the last increase to which from 1857 was made in 1864), an allowance for preparing and revising seventeen large Maps, as indicated in *The Globe*, and $210 from the Consolidated Revenue for preparing three Grammar and Common School Manuals, with Notes and Decisions of the Superior Courts.

The expenditure for preparing these Maps was incurred in order to save the duty of fifteen per cent. and to provide better Maps than could be imported. We have Tenders and Estimates filed in the Office to show that the charges for the preparation of these Maps by the Crown Land Department, and by other competent parties, would have been from $400 to $1,200 for each Map, or from $7,000 to $8,000 in the aggregate. This large expenditure the Chief Superintendent was not prepared to incur, when the work could be equally well done by those in the Department for less than one-third of the amount.

We have also the Tenders, Contracts, or Agreements made from time to time by the Printers, Binders, Engravers, Turners and others "for native industry"—to whom you refer. There can be but one opinion as to your motive in making insinuations in regard to these contracts, etcetera, when the proof of their falsity is within your reach.

As to the "ruin of the business" of the City Stationers by the Depository, the thing is absurd. I cannot see how the supply on the premises, (as is customary in all large Schools, and in the Normal Schools of England and on the Continent), of the Students of our Normal and Model Schools, can possibly "ruin," much less be felt even by the "small Stationers," to whom you refer. The Depository supplies no City, or other, School with the things you name, so that "the trade" has the entire patronage of the Universities, Colleges, Grammar, Common and Private Schools of the City, as well as of private

individuals. As to the continuance, or discontinuance, of the Depository that is a matter for the consideration of the Legislature.

I may further mention, that "the particulars" of the "Custom Invoices," and the "Profits charged," to which you refer, were laid before the Committee of the House of Assembly and received their approval as follows:—

"Your Committee . . . . find that the existing arrangements for purchasing stock are satisfactory, and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory." (See page 31).

If any further particulars are required they can be easily procured in the way I have indicated above. Yet, instead of seeking to obtain them, every few days you make a fresh assault and then reproach us for the "frequency and vehemence" of our remonstrance,—forgetting that this "frequency and vehemence" is altogether on your side. In fact, "whether we bear, or whether we forbear," you are equally angry.

TORONTO, January, 1869. J. GEORGE HODGINS.

NOTE. In consequence of the Motion made in the House of Assembly by Mr. Blake, the Government decided that, in future, no special allowances should be made to any of the Officers in the Education Department. The loss of the amounts thus paid to them was keenly felt and the two of the Senior Officers of the Department decided to address a Memorial on the subject to the Governor-in-Council, which they did. In enclosing their Memorial to the Provincial Secretary, the Chief Superintendent accompanied it with the following Letter:—

LETTER TO THE PROVINCIAL SECRETARY BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to transmit herewith a Memorial to His Excellency the Lieutenant-Governor from Messieurs Marling and Taylor, the Chief, and next Senior, Clerk in this Department, in respect to allowances for special work done by them, which had been suspended, but the restoration of which has been strongly recommended by the Select Committee of the Legislative Assembly, appointed to examine into the working of the Education Department. [See page 32 of this Volume].

Mr. Hodgins, the Deputy Superintendent is also mentioned by the Committee, and his allowances are recommended in the same Report; but he prefers leaving the matter entirely at the discretion of the Governor-in-Council, without any further action on his part.

My previous Letters sufficiently express my high appreciation of the character, faithfulness, efficiency, industry and labours of Messieurs Marling and Taylor; and I most earnestly recommend their Memorial to the favourable consideration of His Excellency-in-Council.

TORONTO, 27th January, 1869. EGERTON RYERSON.

TO HIS EXCELLENCY THE LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO-IN-COUNCIL.

The Memorial of the undersigned Clerks in the Education Department for this Province respectfully showeth.

1. That they have been given to understand that certain monthly allowances, hitherto granted to them by way of addition to their Salaries, as stated in the Supply Bill, are now to be discontinued.

2. That, by an Order-in-Council, taking effect in July, 1857, the Chief Clerk was to receive $1,200, and the Accountant, $1,000. The then Chief Clerk having retired in

1858, the Accountant was made Chief Clerk and Accountant, combining offices hitherto distinct, with a salary of $1,200. The salary of the Clerk of Statistics, was, at the same time made $1,000.

3. That, since 1864, partly in consequence of the large transactions of the Depository, of which he was then made Cashier, $400 were added from that Fund to the salary of the Chief Clerk. From 1866, when he was called on to perform the duties of Recording Clerk and Secretary to the Council of Public Instruction he has received $100 from the Normal and Model School Fund. From the same period, the Clerk of Statistics has received $200 from the Office Contingencies for the additional work required of him, in consequence of the increased business of the Office. These amounts, ($500 in the case of the Chief Clerk and Accountant, and $200, in the case of the Statistical Clerk), are now, they are informed, to be no longer paid.

4. The Undersigned have the honour to lay before His Excellency and Council, Memorandums showing, in full detail, the work which they perform, and the remuneration they have received therefor. They have the gratification of knowing that their work has been satisfactory, not only to the Chief Superintendent, but also to the Committee of the Legislative Assembly, appointed to investigate the mode in which the business of the Education Office is conducted. (See page 32 of this Volume).

5. They respectfully represent that the total Salaries they have received are not even equal to the amounts paid for similar, and as long, Services by the late Province of Canada and recently sanctioned by the Civil Service Act for other Departments of the Dominion.

6. That the additions in question were made by order of the Chief Superintendent, and were accounted for every month to the Auditor, and not disallowed, or objected to; while the Correspondence shows that the Auditor required explanations of other items.

7. That the undersigned are in the vigour of life, and are married men. In consideration, therefore, that these large reductions are made without notice, and that, in the case of the Chief Clerk, the amount is more than one-fourth of his previous income; and, in the case of the Clerk of Statistics, a sixth; and that liabilities have been incurred in anticipation of a continuance of these incomes which they had no reason to fear would be interfered with, Your Memorialists respectfully pray, that an amount may be granted to them under the circumstances, in mitigation of the sudden loss of income, with which they are unexpectedly visited.

TORONTO, January, 1869. ALEX. MARLING, Chief Clerk and Accountant.
FRANCIS J. TAYLOR, Clerk of Statistics.

NOTE. To the Letter of the Chief Superintendent, enclosing the foregoing Memorial, the following Reply was received:—

I have the honour to acknowledge the receipt of the Memorial of Messieurs Marling and Taylor, Clerks of the Education Department, with reference to the proposed reduction in their Salaries, and to inform you that the subject will be submitted to His Excellency the Lieutenant-Governor.

TORONTO, 28th January, 1869. THOS. C. PATTERSON, Assistant-Secretary.

NOTE. No further Reply was ever received from the Government on this subject.

CONSTRUCTION OF MAPS.—LETTER TO THE PROVINCIAL SECRETARY FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to state that the supply of School Maps in our Depository is nearly exhausted, and that the supply of some of the most in demand is entirely exhausted. All these Maps were formerly imported; but we have succeeded in reproducing them in Canada, more accurate and complete, and at considerably lower prices than those at which they had been, or could be, imported.

For lithographing and printing the Maps, I have been able to make better terms with Messieurs Chewett and Company in Toronto, than with any other Publishers from whom Tenders were received.

Early in the year my attention was called to the fact that our supply of several School Maps was nearly exhausted; but, under the circumstances, I deferred taking any steps to renew the supply. It has now become a necessity.

I have requested Mr. Hodgins, Deputy Superintendent, to prepare a Memorandum, setting forth what has been done and what is proposed to be done, for the revision of School Maps, that the Governor-in-Council may decide to give the required directions to supply this want of the Schools. I herewith enclose Mr. Hodgins' Memorandum, from which it will be seen that the Maps, which I have had revised, were done for less than one-fourth of what I could have got them done by the Crown Lands Department;* and that Mr. Hodgins will devote his private hours to them, for one-fourth of what other parties required for revising them. Mr. Hodgins in preparing twelve years since a small and large Geography, with Maps, which are now used in our Public Schools, (and for the excellence of which he was elected a Member of the Royal Geographical Society in London), has large experience and peculiar skill for this work, as well as an intimate knowledge of all the Municipal divisions and School wants of the Country.

I respectfully submit, therefore, that I be allowed to employ Mr. Hodgins to do this important work on the terms which he proposes.

TORONTO, September 3rd, 1869. EGERTON RYERSON.

REPLY TO THE FOREGOING LETTER BY THE PROVINCIAL SECRETARY.

With further reference to your Letter of the Third instant, transmitting a Memorandum of Mr. J. G. Hodgins, relative to the construction and revision of School Maps for the Educational Depository, I am directed to say that, in view of the facts stated in your Letter, as to the necessity that exists for renewing the supply of Maps, the success of the Department in reproducing them in this Country, and the special qualifications possessed by Mr. Hodgins for the superintendence of the work, which he offers to do in his leisure hours at one-fourth of the sum stated in the Messieurs Chewett's Tender, the Lieutenant-Governor is disposed to authorize you to accept Mr. Hodgins' offer, the cost of his labour in the whole, however, not to exceed the sum of Four hundred dollars.

TORONTO, September 11th, 1869. THOMAS C. PATTESON, Assistant Secretary.

CHAPTER XI.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1869.

February 11th, 1869. Moved by Doctor Croft, seconded by Doctor McMichael, That the Reverend Doctor McCaul do take the Chair. (Carried).

Several Letters were laid before the Senate.

The Registrar read Letters from the Provincial Secretary, returning the Statutes respecting the Library and the Faculty of Medicine, and also the Resolution respecting the gratuity to Mrs. Lorimer, all approved.

The Reverend Doctor McCaul laid before the Senate a statement of the various changes made in the Text Books of the Faculty of Arts, and gave notice that at the next Meeting he would move their adoption and the introduction of corresponding changes in the subjects in the other Faculties.

* A copy of this Memorandum will be found on page 212.

Moved by the Reverend Doctor McCaul, seconded by Doctor McMichael, That the Letters relative to Examinations for Degrees and Standing be referred to a Committee composed of Professor Cherriman, Doctor Barclay and the Mover. (Carried).

That the Memorial received, relative to Gates on the Avenue be referred to the Committee on Grounds. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. J. H. Morris, That the Resolution relative to the late Reverend Mr. Lorimer and the Memorial of Mr. A. Brown be referred to the Finance Committee. (Carried).

February 12th, 1869. The Reverend Doctor McCaul presented the Reports of the Committees on Finance and Grounds, and of the Committee, to which were referred the Letters relative to Degrees, Examination and the standing of Students.

The Committee to which was referred the various Communications read at the last Meeting relative to Degrees, Examinations and Standing of Students have the honour to present their Report:—

The Committee are of opinion that the Letter of Mr. Cameron, referring to Mr. Bliss' application for admission to the Degree of M.A. *ad eundem*, from the University of New Brunswick, does not contain sufficient information to enable the Committee to recommend any special action; and that the Registrar should be instructed to request Mr. Bliss to forward his Diploma, and a statement of the subjects in which he was examined for his Degree of B.A. or M.A.

The Committe think that Doctor Ford's Letter requires no further answer than that whatever rights he was formerly entitled to, he may still enjoy.

February 13th, 1869. Moved by the Reverend Doctor McCaul, seconded by Professor Croft, That, having taken into consideration the Resolution passed by the Senate on the 23rd day of October last, with reference to the allowance of a gratuity to Mrs. Lorimer, and subsequently approved by His Excellency the Visitor, the Senate are of opinion that $900 would be a proper sum to be allowed for that purpose, and respectfully beg to commend that authority be given to the Bursar to pay Mrs. Lorimer that sum, out of the General Income Fund. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. J. H. Morris, That, in view of the circumstances set forth in the Memorial of Mr. Alexander Brown, his Salary as Assistant in the Library be increased to $400 per annum. (Carried).

The Committee on Grounds beg leave to report that they have considered the Memorial of the Honourable Mr. Howland, Mr. Vankoughnet and Mr. Duggan, and recommend that their suggestion relative to the opening of Gates be adopted by the Senate on the following conditions:—

1st That there shall be to each Lot of not less than . . . feet front one Gate for Foot Passengers only.

2nd. That the Building erected on each Lot shall not be inferior to those required to be built on the Lots in the Queen's Park.

3rd. That a plank walk shall be laid down from the Gate to the Plank walk in the Avenue.

4th. That this permission to keep open the Gates shall create no right, but shall be revokable by the Senate at pleasure, and that the Owners of such Gates shall at all times be considered as Tenants at will.

Moved by the Reverend Doctor McCaul, seconded by Doctor Wilson, That the Report of the Ground Committee just read be received and adopted. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Professor Croft, That the various changes in the subjects of the Faculty of Arts, as shown in the copy of the Curriculum now produced, be adopted, and that the corresponding changes be made in the subjects of the Faculties of Law and Medicine. (Carried).

The Reverend Doctor McCaul presented the Report of the Committee on the Starr Medals, by which the passing of an amending Statute was recommended, and a draft thereof submitted.

Moved by the Reverend Doctor McCaul, seconded by Doctor W. T. Aikins, That the Statute of Starr Medals be read a first time. (Carried).

February 18th, 1869. The Reverend Doctor McCaul presented the Reports of Doctor W. T. Aikins, That the Report of the Committee to whom was referred the various

applications from Students, relating to Degrees, Examinations and Standing, read at the last Meeting of the Senate, be received and adopted, and that the Registrar make the necessary communications to the Persons thereby affected. (Carried).

The Finance Committee have the honour to report:—

(1) That, having taken into consideration the Resolution respecting the allowance of a gratuity to Mrs Lorimer the Widow of the late Librarian, the Committee, are of opinion, that Nine hundred dollars would be a proper sum to allow her out of the General Income Fund, and they beg to recommend that a Resolution to that effect be passed by the Senate.

(2) That having considered the memorial of Mr. Alexander Brown, Assistant in the Library and Museum, they beg to recommend that his salary as such Assistant be increased to $400 per annum.

March 3rd, 1869. Moved by the Reverend Doctor McCaul, seconded by Doctor Wilson, That the Statute of Starr Medals be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. T. A. Maclean, That a Prize of $10 in Books shall be given for proficiency in Meteorology, as for the other sub-departments of the Natural Sciences, and that the word "Prizes" shall be substituted for "Prince's Prize," in the notice subjoined to the Statement relative to the Natural Sciences of the fourth year in the Faculty of Arts.

April 27th, 1869. Read the Report of the Committee on Upper Canada College, and also the Report of the Principal therein referred to.

Report of the Upper Canada College Committee to the Chancellor, Vice Chancellor and Members of the Senate of the University of Toronto.

The Committee of Upper Canada College beg leave respectfully to submit their Annual Report upon the state of the College and Resident School House for the past year.

They have received and adopted the Annual Report of the Principal for the year ending February 5th, 1869, and have learned therefrom that 237 Pupils attended College during the Term, ending on that day, being an increase of 109 since his appointment as Principal of that Institution.

The College, in the opinion of the Committee still enjoys a highly creditable position in the Province and the present System of Instruction proves its efficiency by the continued success of its Pupils, at all competitive Examinations, at Home and Abroad.

The Committee invite the attention of the Senate to the necessity for immediate action, on the part of the Principal's Report, referring to the English Department, which he represents to be in a very unsatisfactory state.

The Committee have received the resignation of Mr. Paterson, Assistant Mathematical Master, to take effect from the 31st August next.

The Committee are constrained to report to the Senate that, of late, the Principal has found it necessary to inform them that the regular Masters of the College have a "decided aversion" to take any share whatever, in the duties connected with the Resident School House, and that they manifest no interest whatever in the Pupils of the College, whether resident, or nonresident, outside the regular teaching hours.

The Report of the Principal of the College for the past year is herewith submitted.

The Boarding House, under the zealous and efficient management of Mr. Martland, the Resident Superintendent, during the last Quarter, contained fifty seven Pupils, and had there been more accommodation in the House for additional Boarders, the Committee have no doubt that the number might have been still further increased.

The Committee have only further to inform the Senate that, during the past term Mr. Martland has tendered his resignation as Superintendent of the Boarding House, which the Committee have accepted; but, feeling that the success of the College at the present time mainly depended on retaining his services as such Superintendent, they instructed the Registrar to communicate with him with that object in view, and are happy to be able to report that he is disposed to comply with their wishes, but only for a limited period.

TORONTO, 27th April, 1869. LARRATT W. SMITH, Chairman of the Committee.

Moved by Doctor Wilson, seconded by Professor Cherriman, That the Upper Canada College Committee be re-appointed, and that their Report, with that of the Principal,

be referred back to them, with a view to take action on the various points relating to the Resident Boarding House and the English Classical Mastership, to which reference is therein made.

April 30th, 1869. Read a Letter from the Provincial Secretary, stating that an Order-in-Council has been passed, allowing $140 as a gratuity to Mrs. Lorimer.

Read two Letters from the Secretary of the Agricultural Association, with reference to the Grounds formerly occupied as an Experimental Farm, and requesting the Senate to suggest some mode of determining the compensation, to which the Association claim to be entitled for the House erected thereon.

Read the Report of the Examiners in the Faculty of Medicine as follows:—

The Examiners in the Faculty of Medicine for the year 1869 beg to present their Report.

For the Degree, twenty five Candidates presented themselves, of which twenty-one passed, three were rejected, and the remaining dne failed to attend all the necessary Examinations.

The names of the successful Candidates are Mr. Allan, Mr. T. B. Bently, Mr. A. Carney, Mr. C. D. Curry, Mr. H. H. Fell, Mr. B. S. Ford, Mr. W. C. Gouinlock, Mr. N. Gamble, Mr. I. E. Graham, Mr. G. W. Grote, Mr. J. Hickman, Mr. C. Humble, Mr. D. J. King, Mr. W. Milne, Mr. J. C. McArthur, Mr. J. H. McCullum, Mr. J. D. McConnell, Mr. S. B. Pollard, Mr. A. R. Robinson, Mr. C. F. Steele, and Mr. T. Siran.

The Medals are recommended to be awarded as follows:—

University Gold Medal.... Mr. Graham.	University Silver Medal..3 Mr. Bently.
University Silver Medal...1. Mr. Humble.	Starr Medal..... Mr. Graham.
University Silver Medal...2. Mr. McCollum.	

In the third year, Messieurs Bent, Greenlees, Smith, and Williams passed; in the second year Messieurs Cowan anl Moore; in the first year Messieurs Cole, Grasett, Groves, Hamilton, Jackes, McClure, Osler, Paterson and Zimmerman.

The following recommendations are made for Scholarships:—Third year Mr. Greenlees; second year Mr. Moore, First year, Mr. Zimmerman.

For the Primary Examinations ten Candidates appeared, of whom only two, (Messieurs Hamilton and Johnson) have passed.

Moved by the Reverend Doctor McCaul, seconded by the Reverend Doctor Adam Lillie, That the Report relative to the Examination in the Faculty of Medicine be received and adopted. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Doctor Wilson, That the Letters from the Agricu'tural Association be referred to the Finance Committee. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Doctor Wilson, That the Petitions for dispensation from attendance on Lectures be assented to: but the Registrar be requested in communicating this assent to inform the Applicants that they should have applied to the Senate at an earlier date, in conformity with the Regulations, as stated in the Curriculum. (Carried).

The Registrar was instructed to make arrangements for procuring the services of an Examiner in Civil Engineering.

May 17th, 1869. A Report was presented from the Upper Canada College Committee, amending their Report of the 27th April, 1869, by substituting for the words: "but feeling that the success of the College at the present time mainly depended in retaining" in the last paragraph of the Report, the words: "but feeling it to be highly important at the present time to the interest of the College to secure the efficiency of the Boarding House by retaining."

Moved by the Reverend Doctor McCaul, seconded (no name given), That the amended Report of the Upper Canada College Committee be received and adopted. (Carried).

Moved by the Reverend Doctor McCaul, seconded by the Reverend Doctor John Jennings, That the Finance Committee be empowered, (if necessary), to appoint Mr. Gundry as Arbitrator in the matter of the claim of the Agricultural Association.

June 2nd, 1869. Read a Letter from Mr. Score, asking to be allowed a Gate in the Avenue opposite his House.

Read a Letter from the Bursar, enclosing a Letter from the Reverend John Langtry, in which he asks if the Building and Property at present occupied as a Lunatic Asylum will be leased by the Senate, and, if so, on what terms.

The Registrar was instructed to request the Bursar to inform Mr. Langtry that they will be glad to consider the subject of the appropriate disposition of the Building, as soon as he receives any official intimation from the Government of the time when it will be vacated.

June 7th, 1869. The Chairman read the Report of the Examiners in the Faculties of Law and Arts, and in the School of Civil Engineering and Agriculture for the year 1869, which is as follows:—

The Examiners in the Faculties of Law and Arts and in the School of Civil Engineering and Agriculture for the year 1869 beg to present their Report.

For the Degree of LL.B. one Candidate, Mr. J. M. Gibson presented himself. He is recommended for the Gold Medal.

In the Faculty of Law, Mr. J. McIntosh was recommended for the Scholarship of the Third year. No recommendation is made for the Scholarship of the Second year and the Examination of one of the Candidates (Mr. R. B. Carman) does not entitle him to pass.

In the Faculty of Arts all the Candidates for the Degrees of B.A. passed satisfactorily. The following Gentlemen are recommended for Medals:

Classics—
Gold Medal..... Mr. T. Langton.
Classics—
Silver Medal....1. Mr. R. E. Kingsford.
Classics—
Silver Medal....2. Mr. G. Burnfield.
Classics—
Silver Medal....3. Mr. G. H. Robinson.
Mathematics—
Gold Medal..... Mr. A. Baker.
Mathematics—
Silver Medal.... Mr. M. Cumming.
Modern Languages—
Silver Medal....1. Mr. R. E. Kingsford.
Modern Languages—
Silver Medal....2. Mr. R. Seringer.

Natural Science—
Gold Medal..... Mr. C. R. W. Biggar.
Natural Science—
Silver Medal....1. Mr. J. H. Hughes.
Natural Science—
Silver Medal....2. Mr. D. F. H. Wilkins.
Natural Science—
Silver Medal....3. Mr. H. H. Ross.
Natural Science—
Silver Medal....4. Mr. W. R. Nason.
Metaphysics, etcetera—
Gold Medal..... Mr. M. Cummings.
Metaphysics, etcetera—
Silver Medal....1. Mr. J. Seringer.
Metaphysics, etcetera—
Silver Medal....2. Mr. R. M. Thornton.

Prizes in Oriental Languages, Mr. G. Lewis. The Prince's Prize has been awarded to Mr. M. Cummings. In the Third year several Scholarships were awarded.

Some of the Candidates of the Arts Department and Civil Engineering and Agriculture were rejected.

Moved by the Reverend Doctor McCaul, seconded by Mr. T. A. McLean, That the Report be adopted. (Carried).

Mr. G. R. R. Cockburn moved the first reading of the Statute, amending Statute relating to Exhibitions, seconded by Doctor L. W. Smith. (Carried).

June 29th, 1869. Read a Letter from the Provincial Secretary, returning, as approved, the Statute amending the Statute on the Starr Medals.

Moved by Doctor Wilson, seconded by Mr. J. H. Morris, That Doctor W. Oldright be elected Member of the Medical Council, as Representative of the Senate, pursuant to the provisions of the Medical Act for Ontario.

The Reverend Doctor McCaul, by permission of the Senate, withdrew the Statute of the Faculty of Medicine, which was read a first time at a previous Meeting.

Moved by Mr. G. R. R. Cockburn, seconded by Doctor L. W. Smith, That the Statute amending the Statute, relating to Exhibitions in Upper Canada College, be read a second time and passed. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Professor Cherriman, That the Programme of Studies in Arts be referred to a Committee, consisting of Doctor Wilson, Doctor McMichael, Professor Croft, the mover and seconder, for revision; and that the Letters of certain Students, received by the Senate, be referred to the same Committee to report thereon to the Senate.

August 6th, 1869. Read a Letter from Mr. J. W. Langmuir, Inspector of Asylums, dated the 3rd of July, 1869, stating that on, or about, the 1st September, the Patients in the University Branch of the Provincial Asylum will be transferred to the main Buildings, and afterwards the Building will be given up to the University Authorities.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Communication of the Bursar, informing the Senate that he had been notified that it was the intention of the Government to surrender possession of the Building in the Park, be referred to the Finance Committee, for it to report upon the future occupation, or disposition, of the Building, and also with respect to the rent and other claims connected with it against the former Province of Canada and the Province of Ontario. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Examiners for the year beginning on the 1st of July, 1869, and ending on the 30th of June, 1870, be approved. (Carried).

Read the Report of the Committee to which it was referred to consider the revision of the Programme of Studies in the Faculty of Arts, and the application of certain Students, recommending that the prayers of two of them be granted, but that assent should not be given to the application of the third. The grounds of the recommendation relative to one of the Students, (Mr. Travers), was, that it was ascertained that he has ranked in the first class of Honours in Mineralogy and Geology, at both College Examinations of 1868-69.

Moved by the Reverend Doctor McCaul, seconded by Mr. J. H. Morris, (1) That the Report be adopted; (2) That the application of Messieurs Ross and Travers be assented to, and that of Mr. Hicks be refused, and they be informed of this decision. (Carried).

Moved by the Reverend Doctor McCaul, seconded by the Reverend Doctor Jennings, That the Statute now submitted relative to the Faculty of Arts be read for the first time. (Carried).

August 11th, 1869. Moved by Doctor Wilson, seconded by Professor Cherriman, That the appointment of Examiners in the various Faculties shall be made each year, prior to the Convocation in June. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Doctor W. T. Aikins, That the Statute respecting the Curriculum of Studies in the Faculty of Arts be read a second time and passed. (Carried).

September 28th, 1869. A Letter was read from the Registrar of the University of London, stating that no provision is now made for the admission *ad eundem* of Members of other Universities.

From the Provincial Secretary, returning the Statute respecting Exhibitions, with His Excellency the Visitor's approval.

Several applications for admission *ad eundem statum* were approved.

The Vice Chancellor presented the following Report of the Upper Canada College Committee:—

The Upper Canada College Committee beg leave to report the following:—

That, at a Meeting of the Committee, held the 13th instant, it was,—

Resolved, That, in consequence of the over crowding of the Boarding House, and the number of applications for residence which are necessarily declined, it is incumbent upon the Committee to authorize an enlargement of the Boarding House, so as to

contain forty or fifty additional resident Pupils, and that Mr. Stibbs, the Architect, be employed by the Principal to prepare Plans and Estimates for such enlargement, to be approved of by the Committee before such work is proceeded with.

That such Plans have been prepared and submitted to the Committee, and, from the accompanying Estimates, it would appear that the expense attending the proposed erection would amount to the sum of about Seven thousand dollars, and it is proposed that this Expenditure be charged upon and paid out of the Permanent Fund of Upper Canada College.

That to authorize such Expenditure, it is necessary that a Statute be passed by the Senate, and approved by His Excellency the Lieutenant-Governor.

TORONTO, September 28th, 1869. L. W. SMITH, Chairman.

Moved by the Vice Chancellor, seconded by Doctor L. W. Smith, That a Committee be appointed to co-operate with a Committee of University College, in arranging for a suitable reception to His Excellency the Governor General and His Royal Highness Prince Arthur, on the occasion of their intended visit to the University Building, and that the said Committee consist of the Chancellor, the Vice Chancellor, Doctor L. W. Smith, the Reverend Doctor Lillie, the Reverend Doctor Jennings, Mr. J. H. Morris and Mr. T. A. McLean. (Carried).

September 29th, 1869. The Vice Chancellor introduced the Draft of a Statute to authorize an enlargement of the Upper Canada College Boarding House, which, on his motion, seconded by Mr. T. A. McLean, was read a first time.

October 1st, 1869. The Statute respecting Upper Canada College Boarding House was read a second time and passed.

October 8th, 1869. The Vice Chancellor presented his Report upon the recent Examinations for Matriculation, which is as follows:—

The Vice Chancellor has the Honour to present his Report upon the results of the Examinations for Matriculation in the Faculties of Arts and Medicine and the School of Civil Engineering and of the Supplementary Examinations.

(NOTE. The details are too voluminous and minute to be inserted).

Moved by the Reverend Doctor McCaul, seconded by Professor Cherriman, That the Report just read be adopted. (Carried).

October 6th, 1869. The Members of the several Committees of the Senate were appointed according to Statute.

Several applications from Students were read.

Moved by the Reverend Doctor McCaul, seconded by Professor Cherriman, That the applications just read be referred to a Committee consisting of Doctor Wilson and the Mover and Seconder. (Carried).

November 2nd, 1869. Read a Report from the Committee to which the application of the Students were referred, by which it was recommended that the assent of the Senate should be given to the first two, but withheld from the last three, and that they be informed of this decision of the Senate by the Registrar.

Moved by the Reverend Doctor McCaul, seconded by Doctor W. T. Aikins, That the Report just read be received and adopted. (Carried).

The Vice Chancellor introduced a Statute for an appointment of a Solicitor. Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Statute be read a first time. (Carried).

The Vice Chancellor introduced a Statute respecting the Office of Vice Chancellor. Moved by the Vice Chancellor, seconded by Doctor W. T. Aikins, That the said Statute be read a first time. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the question of increasing the number of Scholarships in the Faculty of Arts, and of transferring to any Faculty the Scholarship unawarded in any other Faculty, be referred

to the following Committee:—The Vice Chancellor, the Reverend Doctor McCaul, Doctor W. T. Aikins, Professor Cherriman, and Mr. G. R. R. Cockburn. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the same Gentlemen be appointed a Committee to draft a Petition to the Legislature of Ontario, praying for the passing of an Act for the establishment of a School of Mines and Mining Engineering, and of a Museum of Practical Geology and Mineralogy, in connection with the University. (Carried).

Mover by Professor Cherriman, seconded by Mr. G. R. R. Cockburn, That "Aldis" be substituted for "Hymers," as a Text Book in Analytical Geometry for the examination of the third year and for Candidates for the Degree of B.A. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That Mr. B. Wadsworth be appointed Arbitrator, to represent the University on the valuation of the Building occupied by the Agricultural Association. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Senate of the University of Toronto, at its first Meeting after the decease of the Reverend Adam Lillie, D.D., desire to record their sense of the efficiency and zeal with which he discharged his duties as a Member of the Senate, and their appreciation of the services that he rendered in promoting the diffusion of Education. That a copy of this Minute be transmitted by the Registrar, with the expression of their deep sympathy with his bereaved Family in their affliction. (Carried).

The Vice Chancellor introduced the Annual Report of the Senate for the Academic year 1869.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report just read be received and adopted. (Carried).

November 19th, 1869. Read a Letter from the Provincial Secretary, returning the Statute relating to Degrees, as approved of by His Excellency-in-Council.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the applications of the Students be referred to a Committee to report upon,—such Committee to consist of the Chancellor, the Vice Chancellor, Doctor McCaul, Doctor Wilson, and Professor Cherriman. (Carried).

The Vice Chancellor, seconded by the Reverend Doctor R. A. Fyfe, moved the second reading of the Statute, appointing a Solicitor, and, That the blank in the Statute be filled up with the name of Mr. J. A. Boyd, M.A.

Moved in amendment by the Honourable William Cayley, seconded by Doctor L. W. Smith, that the name of Mr. Angus Morrison be substituted for that of Mr. Boyd as Solicitor. Yeas 12, Nays 3. The Statute was then read a second time and passed, with the Blank filled up with the name of Mr. Angus Morrison.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Statute relating to the office of Vice Chancellor be read a second time and passed. (Carried).

December 2nd, 1869. The Reverend Doctor McCaul presented the Report of the Committee to which the application of certain Students were referred.

Moved by the Reverend Doctor McCaul, seconded by Doctor Wilson, That the Report be received and adopted. (Carried).

The Vice Chancellor presented the Report of the Committee appointed to consider the question relating to a Petition to the Legislature with respect to the establishment of a School of Mining and a Museum of Practical Geology and Mineralogy, recommending that, inasmuch as this would involve an appropriation of the public funds, the views of the Government should be ascertained, and the matter brought under their attention before any Petition be addressed to the Legislature.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report just read be received and adopted, and that the Vice Chancellor and Doctor

McCaul be requested to bring the matter under the consideration of the Provincial Government. (Carried).

The Vice Chancellor introduced the Report of the Committee to which was referred the question with respect to increasing the number of Scholarships, giving particulars, as follows:—

In establishing a full Scholarship for History and Civil Polity, History will be separated from Modern Languages and also from Metaphysics and Ethics, so that, with the Scholarships now recommended, there would be one in History and Civil Polity, one in Modern Languages, and one in Metaphysics and Ethics, Natural Theology and the Evidences of Christianity.

As the sum at the disposal of the Senate for the present year is sufficient to meet the amount required for the above, the Committee recommend that these additional Scholarships be competed for at the next ensuing Examination in May and September, 1870, and that notice be given of this forthwith.

In the Faculty of Law and Medicine the Committee recommend that the established Scholarships remain as heretofore.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report just read be received and adopted. (Carried).

CHAPTER XII.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1869.

I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY, 1869.

PROCEEDINGS OF THE BOARD OF VICTORIA COLLEGE, 1869.

May 4th, 1869. The Clerical Treasurer read to the Board a general Report as to the financial condition of the College, whereupon it was moved by the Reverend Doctor Anson Green, seconded by the Reverend I. B. Howard, and,—

Resolved, That the Report be referred to a Committee, consisting of the President of the Conference, the Principal of the College, Mr. J. H. Dumble and the Treasurers, to modify the same and report to the Board.

The President of the College called the attention of the Board to the necessity of having some suitable boarding accommodation for Non-resident Grammar School Pupils.

It was, therefore, moved by the Reverend Doctor Green, seconded by Mr. W. W. Dean, and,—

Resolved, That the matter be referred to a Committeee, consisting of the Members of the Board in Cobourg, with instructions to report to the July Meeting.

It was also moved by the Reverend I. B. Howard, seconded by Mr. J. H. Dumble, and,—

Resolved, That the Board will indemnify the Committee in renting a suitable House to the extent of $200; the House to be rented for only one year, with the privilege of retaining it for a longer period.

The Bursar of the College presented the Financial Statement for the year.

Some conversation having arisen as to the Endowment Fund, Mr. John Macdonald was appointed Treasurer along with the Reverend Richard Jones and Mr. William Kerr, in accordance with an understanding that was arrived at in the general Conference Meeting of November last.

May 5th, 1869. On further consideration, respecting the Endowment Fund, it appeared advisable to the Board to preserve a complete separation between the ordinary

Accounts and Moneys of the College, and those connected with the Endowment now being raised, wherefore it was moved by Mr. Howard, seconded by Doctor Beatty, and,—

Resolved, That the Reverend Doctor Anson Green be appointed as one of the Treasurers of the Endowment Fund, in addition to the Treasurers of the College and Mr. John Macdonald, that the Books of the Endowment Fund be kept in Toronto, and that all moneys now in hand, and all moneys hereafter collected, shall be invested in Dominion Stocks as soon as practicable, and that all Cheques given and all Requisitions shall be signed by all of the four Treasurers.

On resolution of the Board, and allowance of $400 for the current year was made to Reverend Richard Jones, as Treasurer.

Moved by Mr. W. W. Dean, seconded by Doctor Beatty, and,—

Resolved, That $100 additional be allowed Mr. Jones from the Endowment Fund, in view of his services in helping to raise that Fund.

Moved by Doctor W. H. Brouse, seconded by Doctor M. Lavell, and,—

Resolved, That the legitimate expenses incurred in securing the Endowment be taken from the Endowment Fund.

Some conversation having taken place in the Board as to the case of Professor Kingston, it was moved by Mr. W. W. Dean, seconded by Doctor M. Lavell, and,—

Resolved, That some uncertainty having arisen in Professor Kingston's mind, as to the continuance of his connection with the College, be it,—

Resolved, That it be an instruction to the Secretary to communicate to Professor Kingston, that, in accordance with the previous action of the Board, his services will not be required after the close of the Session of 1869-70.

The Clerical Treasurer, having presented his general Report, as modified by the Committee, it was adopted.

Doctor Berryman was appointed to represent Victoria College in the Medical Council.

It was agreed that, in view of the embarrassed state of the College Funds, the President of the College should, for the present year, be allowed to withhold the graduation Fees in Arts from the Library Fund, and pay them to the Treasurer for Contingent Expenses.

The Conference Annual Meeting of Victoria College met according to the Charter, *pro forma*, on the 2nd of June, 1869, and adjourned to the call of the Chairman.

June 10th, 1869. The adjourned Annual Conference Meeting assembled in the Conference Room at 10 o'clock A.M. The President of the Conference in the Chair.

The Reverend Richard Jones, Clerical Treasurer, read the General Report of the Treasurers.

Mr. William Kerr, M.A., Bursar, presented and explained the Balance Sheet, a copy of which was placed, as usual, in the hands of each Member of the Meeting.

On motion of the Reverend D. B. Madden, seconded by Doctor Ryerson, the Reports were unanimously adopted.

Moved by the Reverend Doctor Nelles, seconded by the Reverend Doctor Rice, that the Annual Meeting recommend to the Board the appointment of a suitable Agent, to co-operate with the President of Conference and the Clerical Treasurer, in raising the proposed Endowment for the College.

The Resolution respecting the appointment of an Agent was unanimously adopted.

The thanks of the Meeting were cordially presented to the Treasurers for their services during the year.

The Reverends Thomas S. Keough, D. B. Madden, W. S. Griffin, and William Pollard were appointed Auditors.

June 30th, 1869. Mr. William Kerr, M.A., was appointed Bursar, and the Reverend Richard Jones, Clerical Treasurer, the Reverend Anson Green, D.D., was

appointed Clerical Treasurer, and Mr. John Macdonald, Lay Treasurer of the Endowment Fund, in accordance with the Resolution of the Board passed on the 5th of May last. Mr. Gervas Holmes and Mr. Henry Hough, B.A., were appointed Auditors on behalf of the Board.

Moved by the Reverend R. Jones, seconded by the Reverend Doctor Nelles, and,—

Resolved, That the Members of the Board residing in Cobourg, with the Reverend William Pollard, be the managing Committee for the present year, who shall be consulted and give their consent to any repairs, alterations and changes in the Lecture Rooms, or anything else, which may add to the expenses of the year.

Resolved, That two Books, containing full lists of all paid and unpaid subscriptions toward the Endowment, shall be kept, the one by the Treasurers in Cob urg, and the other by the Treasurers in Toronto.

Moved by the Reverend Doctor Nelles, seconded by the Reverend James Elliott, and,—

Resolved, That, in accordance with the recommendation of the Annual Meeting the Reverend Thomas S. Keough be appointed Agent, to assist the President of the Conference and the Clerical Treasurer, in getting a subscription to the Endowment Fund, and in collecting such subscriptions as they may fall due.

Moved by the Reverend Doctor Green, seconded by the Reverend Richard Jones, and,—

Resolved, That the Agent's Salary be $1,000 for the year, exclusive of moving and travelling expenses.

Resolved, That the Reverend Joshua H. Johnson, M.A., be authorized to canvass the City of Quebec for subscriptions to the Endowment Fund, and also to assist the Ministers of Montreal for the same object, and that his travelling expenses be paid by the Treasurer of the College, and placed as a charge against the Endowment Fund.

The Secretary of the Board was instructed to write to the Co-delegate in Montreal, informing him of the above arrangement.

The President of the Conference was requested to correspond with the Reverend W. H. Poole of Goderich, with a view to secure his services in getting subscriptions to the Endowment Fund in the Goderich and Chatham Districts, his place on the Circuit being, in the meantime, supplied by some young man.

Resolved, That the Members of the Board residing in Toronto, with the President of the College and Doctor Beatty be a Committee to confer with the Dean and Faculty of the Medical Department, for the purpose of readjusting the terms of application with the College, and that they report to the next Meeting of the Board for final action.

A Letter from the Reverend Professor Reynar, respecting his Salary of last year, having been read, it was,—

Resolved, That it be laid over for consideration at some future Meeting of the Board.

Moved by Mr. B. M. Britton, seconded by Mr. William Kerr, and,—

Resolved, That the Resolution requiring the Endowment Fund to be invested in Dominion Stock be extended, and that the Treasurers have authority to invest the moneys belonging to that Fund in City, or County, Debentures, or other equally safe Securities, as may, from time to time, be found advisable.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND) REPRESENTING QUEEN'S UNIVERSITY, 1869.

PROCEEDINGS OF THE BOARD OF QUEEN'S COLLEGE, 1869.

January 6th, 1869. The following Statement, in relation to the position of this Institution, as affected by the recent action of the Legislature of Ontario, was unani-

mously adopted, and the Secretary was instructed to send an extract Minute of the same to the Clerk of the Synod.

The Trustees of Queen's College respectfully represent,—That in their opinion, there is no prospect of obtaining in future the Legislative Grant, by which the Authorities of the College have, for twenty-three years, been assisted in their efforts to diffuse a knowledge of Literature, Science and Art, in accordance with one of the designs for which the Royal Charter was obtained. That this Grant, which since 1859, has been the sum of $3,000 a year, has always formed an important part of the Revenue of the College, and, since the loss occasioned by the suspension of the Commercial Bank, it has been found necessary, even with this aid, to strain the finances of the Institution to the very utmost to meet expenses of the Faculty of Arts, to which the Grant has ever been exclusively applied.

That it has been manifest to the Trustees that it is impossible to continue the Arts Faculty in its present state of efficiency unless a sum equivalent to the Grant now refused to be hereafter granted by the Legislature of Ontario be annually placed at their disposal, for, in their opinion, no more material reduction in the efficiency of the Institution can take place, with a view of diminishing expenses, without seriously impairing its status and usefulness, and that, therefore, immediate steps must be taken to raise an adequate Endowment, which, in the opinion of the Trustees, would be the right thing to do, or to discontinue the Faculty of Arts.

That, in these embarrassing circumstances, the Trustees, after long and anxious deliberation, have felt it to be their duty to request the Moderator of the Synod to call a *pro re nata* Meeting, that the Representatives of the Church may have an opportunity of consulting together as to the course which it is now most desirable to adopt, and of giving such expression of their views as may guide the Trustees, in their earnest desire to act both for the best interests of the Institution, and in the closest accordance with the mind of the Church; and, forasmuch, as the Communicants of the Church are, by the Royal Charter, Members of the College Corporation, they have deemed it proper to invite them to be present, in the hope that the Synod will permit them to take part, if so disposed, in its deliberations.

In conclusion, the Trustees take this opportunity of reminding the Synod that, at the time Queen's College was established, one of the strongest motives, under which its Founders acted, was furnished by the almost entire want in Canada of the means of obtaining a superior Education, and that, during the whole period of the existence of the College, such education has been afforded by its instrumentality, not only to Students belonging to the Church, with which it is connected, but also to Adherents of other Churches, who have freely availed themselves of the advantages it has offered.

January 7th, 1869. The Minutes of proceedings at a Meeting of the Finance and Estate Committee, held on the 2nd of January, 1869, were submitted and read by the Secretary, relative to the action taken by that Committee on several matters.

The action of the Finance and Estate Committee, in the matters referred to in the Minutes of the Committee now read, was approved and sanctioned by the Board.

Members of the General Committee appointed by the Synod, in connection with the Endowment Scheme, having been invited by the Chairman of the Meeting to join the Trustees, and take part in deliberating on the subject of raising money for the Endowment of Queen's College, the Reverend Professor McKerras, the Reverend D. J. Macdonnell, and Mr. John Fraser, Members of the Committee, joined the Trustees, and took part in the proceedings. After lengthy deliberation connected with the subject of the Endowment of Queen's College the Trustees adjourned.

March 30th, 1869. A Letter of the 14th of January, 1869, from Professor Bell was read, stating that, considering the interruptions to which he was subject in his duties as Professor in Queen's College, he thought it proper to resign the office of Professor.

The Board agreed to accept Mr. Bell's resignation, and the Secretary was instructed to convey to Mr. Bell, when intimating to him the acceptance of his resignation, the thanks of the Board for his offer of assistance in connection with the Department of Natural Sciences.

With reference to the investment of the Endowment Funds and other College funds, the Secretary was instructed to request the Principal to make inquiries, while in Montreal, relative to what description of Securities can be obtained there, with the

terms upon which they can be purchased, and the rate of interest they will yield, with the view of reporting the result to the Board of Trustees at its next Meeting in April.

April 29th, 1869. The Secretary stated that the Annual Report from the Trustees to the Colonial Committee of the General Assembly of the Church of Scotland, (a draft of which was submitted), had been prepared and forwarded.

Moved by the Reverend Doctor John Barclay, seconded by Mr. Michie, and,—

Resolved, That the Reverend D. J. Macdonnell, B.A., of Peterborough, be appointed a Trustee of Queen's College, in the place of the Reverend A. Walker, resigned.

Moved by the Reverend G. D. Ferguson, seconded by Mr. James Croil, and,—

Resolved, That the Reverend D. M. Gordon, of Ottawa, be appointed a Trustee of Queen's College, in the room of the Reverend F. Nicol, who has left the Province.

The Treasurer read the Financial Statements, Numbers 1 to 4 inclusive, with the Auditor's report thereon, for the year ending the 10th of April, 1869.

Moved by the Reverend William Bain, seconded by Mr. James Michie, and,—

Resolved, That the Treasurer's Statement, now read, be approved and printed for the information of the Synod in the usual way,—and that the thanks of the Board are hereby tendered to Messieurs Riddell and Creighton for their efficient services as Auditors during the past year, and that they be requested to act in the same capacity for the current year.

There was read a Letter from the Convener of the Colonial Committee of the Church of Scotland, and an extract Minute of the proceedings of the Committee, in reply to a Letter from the Principal to the Convener, in reference to the financial embarrassment caused by the discontinuance of the Legislative Grant, and the steps taken by the Board and in the Synod to meet the changed condition of the finances of the Institution. The Board record their thanks for the prompt and sympathizing action taken by the Committee, in reference to the subject of the Principal's Letter.

The Secretary having read Financial Statements, showing that $22,766.32 had been actually paid in, on account of the Endowment Fund, the Principal gave a verbal Report of the progress made since last Meeting of Synod, and stated that the amount subscribed so far was about $70,000.

The Board thereupon agreed to record their sense of the invaluable services and indefatigable labours of the Principal and Professor McKerras, and their entire satisfaction with the means adopted to promote the scheme.

It was further resolved to request the Principal and Professor McKerras to continue the work in which they have been so successful in such way as shall seem best to themselves.

There was submitted from the Synod's General Committee on the Endowment of the College certain recommendations regarding the granting of privileges to Subscribers, which, having been read and considered, the Board agreed to the following Resolutions:—

1st. That each and every subscription of $500 shall be the foundation of a Scholarship bearing in perpetuity the Subscriber's Name, or any other name by which the Subscriber may desire it to be known; that the annual value of the Scholarship shall be the privilege allowed to one Student of attending College without payment of Class Fees, (at present $20 per Session,) together with any other advantages, such as an annual income for support, or encouragement, which may, at any time, be connected with it, that the Scholarship shall be awarded annually, according to directions received from the Subscriber in writing; and, after the Subscriber's death, it shall be tenable by his lineal representatives, in the order of seniority.

2nd. That Subscribers of $100, $200, $300, and $400 shall have the right of nomination, which may be exercised at any time during life for one, two, three or four Students respectively, to a full course of instruction in Arts, free from Class Fees.

3rd. That, upon payment of one half of a subscription for a Scholarship, the Subscriber may begin to exercise the right of nomination, but the continuance of the

privilege shall be subject to the payment of the subscriptions in full, according to engagement.

4th. That Subscribers of amounts, which do not entitle to privileges, shall be allowed to acquire privileges in connection with Scholarships, or nominations, upon making up their subscriptions to the amount named in the first, or second, of the foregoing Resolutions, provided the payment in full be made not later than 1st of April, 1871.

5th. That an abstract of the foregoing Resolutions be printed and distributed for the information of the Subscribers and others, as the Convener of the Synod's General Committee may direct.

6th. That, upon receiving full payment of a subscription for a Scholarship, or nomination, the Treasurer may send to the Subscriber a printed Certificate, signed by the Chairman of the Board, and being in form as is hereto appended, and shall keep a Memorandum of the names and residences in full of the Subscribers to whom Certificates have been sent, and of the date of their dispatch, and shall number the Certificates in the order of their issue.

The Treasurer shall consult the Principal with respect to all matters requiring attention in giving effect to the last preceding resolution.

That a list of paid up Scholarships and Nomination subscriptions, together with the first, second, third and fourth of the foregoing Resolutions be published in the Calendar.

The Chairman of the Meeting communicated an offer from a Member of St. Paul's Church, Montreal, with reference to an additional Chair in the Arts Faculty, and the Board appointed the Principal, the Reverend Doctor Jenkins and Mr. James Croil to meet the Gentleman referred to and confer with him on the subject.

April 30th, 1869. The Board, having learned that the Reverend Andrew Paton of St. Andrew's Church, Montreal, and the Reverend Professor Murray of this College, are about to visit Scotland, resolve to request and hereby request these Gentlemen to embrace such opportunities as they may have, when in Scotland, of communicating information respecting the financial embarrassment of the College, caused by the failure of the Commercial Bank, and specially by the discontinuance of the Legislative Grant of $3,000,—and respecting the nature and progress of the Synod's Scheme for the Endowment of the Institution, and of otherwise promoting the interests of the College; and, in particular, to confer with the Members of the Colonial Committee and other friends on the practicability of obtaining pecuniary assistance toward the sustentation of the College during the next two years, by which time, it is expected that the Endowment Scheme will be well advanced towards completion, and that the Board authorize these Gentlemen to receive such contributions as may be offered to them for that purpose. Further, it is the earnest desire of the Board that if Mr. Paton have an opportunity of addressing the General Assembly of Scotland, he shall give prominence to the object of this request. The Board leaves to these Gentlemen to make such arrangements as may enable them to carry out either conjointly, or separately, the object referred to in this Minute.

In order to aid these Gentlemen in this, as one object of their visit to Scotland, the Board had prepared and furnished to them, the following Statement of the financial affairs of Queen's College, to be used as an appeal to Persons on whom they might call to solicit subscriptions on behalf of the College:—

The Institution of Queen's College at Kingston, Canada, has recently been subjected to a financial embarrassment of the greatest severity. About eighteen months ago, the failure of the Commercial Bank of Canada, in which College funds were invested, reduced its Annual Income by $1,000, and, in December last, the Government of Ontario, having resolved to give no further aid to Educational Institutions connected with particular Churches, discontinued the usual Annual Grant allowed by the Government of Canada prior to the Confederation of the British American Provinces. Being thus deprived of more than one-half of its Revenue, the continuance of it, on its present footing, seemed to be almost impossible.

At a Meeting of Synod of the Church, held here in Canada in January last, for the special consideration of this crisis, it was resolved to appeal to the friends of our

College for an Endowment of at least $100,000, which, bearing interest at six per cent., would fully make up for the reduction of Income, which has taken place. The support given to this Scheme in Canada has been encouraging in the highest degree. We already estimate our promised subscriptions at $70,000, and the receipts therefrom to be over $25,000. So many localities have yet to be visited that no difficulty in obtaining the amount required is now apprehended. On the contrary it is proposed to extend the effort and endeavour to raise $50,000 more for the purpose of founding an additional Professorship in each of the Faculties of Arts and Theology, and making other improvements, which the Trustees of the College have for some time been anxious to introduce.

To complete so great an enterprise, especially in a new Country like this, is a work of time. Many of the subscriptions are payable by instalments; and, for this reason, it is not expected that the chief and principal Endowment of $100,000 will be completed before April, 1871. The sustentation of the College, in the meantime, without using any part of the collections intended for the Endowment, is a subject of pressing importance, and great anxiety. In order to meet this difficulty the Colonial Committee of the Church of Scotland has been asked to authorize an appeal to the friends of the College in Scotland, and this the Committee has generously done in the pages of the *Home and Foreign Missionary Record*. Hence this appeal. About £1,000 Sterling a year for the next two years will be required.

Any assistance which you can give, or induce others to give, will be most thankfully received, by the Reverends Andrew Paton and Professor Murray of our Church here, or by Mr. Simon S. Lawrie, Secretary to the Colonial Committee of the Church of Scotland, 22 Queen's Street, Edinburgh, who will forward to us any contributions which may be sent to him.

Queen's College, Kingston, was founded in 1841, by a Royal Charter, conferring upon it the style and privileges of a University. In the departments of Arts and Theology, it has at present six Professors. It has been attended by upwards of 700 Students, most of whom have reflected credit upon their *alma mater*, some of whom have highly distinguished themselves in competition with Students from Institutions in the Old World. It has educated for this Church in Canada more than one-half of the Ministers on the Synod Roll. It is universally acknowledged to have exercised a most important influence on the progress of superior Education in this new Country.

KINGSTON, CANADA, 29th May, 1869. WILLIAM SNODGRASS, Principal.

A Report from the Finance and Estate Committee, with Estimates of the Revenue and Expenditure for the next year was read and approved.

It appeared from the Report of the Finance and Estate Committee now read, that the sum of $10,000 of the newly created Endowment Fund has been invested in consolidated Funds of the City of Montreal, bearing interest at seven per cent. The Board do hereby sanction the action of the Finance and Estate Committee in the transaction referred to,—and authorize them to invest such Funds as shall, from time to time, come into their hands, in such a manner as shall seem to them desirable, regard being had always to safety and permanency.

The Annual Report from the Curators of the Library was read and received.

A Report from the Curator of the Museum was read and received.

The Draft of the Annual Report to the Synod was read and adopted, and ordered to be sent in the usual manner to the Synod.

The Principal submitted some alterations in the Calendar for 1869-70, which were approved.

June 1st, 1869. The Reverend Daniel M. Gordon having signed the prescribed Formula, or Declaration, took his seat as a Member of the Board.

The Honourable John Hamilton was unanimously re-appointed Chairman of the Board for the ensuing year.

June 2nd, 1869. The Board entered upon the consideration of the proposal made by a Member of St. Paul's Church, Montreal, respecting a new Professorship, and, after some discussion, it was agreed to defer the further consideration of the matter.

June 4th, 1869. The Board, having considered the desirableness of making provision for the teaching of History, English Literature and Modern Languages in the Faculty of Arts, and being fully satisfied as to the fitness of the Reverend George D. Ferguson, B. A., Minister of L'Orignal and Hawkesbury, for the teaching of these subjects, it was, on motion of Doctor Barclay, seconded by Doctor Jenkins, unanimously,—

Resolved, That the Board appoint, and do hereby appoint, the Reverend George D. Ferguson, B.A., Professor of History, English Literature and Lecturer on Modern Languages at a Salary of fourteen hundred dollars per annum, this appointment to take effect on the first day of October next, and to be in force during the pleasure of the Board, and no longer.

June 5th, 1869. No business was transacted, and the Board adjourned.

June 7th, 1869. The Board, having learned that the Reverend John Barclay, D.D., and the Reverend James B. Muir, of Galt, are about to proceed to Scotland, agreed to instruct the Secretary to furnish the Gentlemen without delay, with an extract Minute, in terms of the Minutes of the 30th of April, 1869, and also furnish the same to the Reverend Andrew Paton and the Reverend Professor Murray on the eve of their departure for Scotland.

The Committee on the Scholarship and Bursary Scheme beg leave to submit to the Synod the following Report:—

It appears from the Financial Statement of the Treasurer, that the amount received since last Report is $441.10, that received in 1867-68 being $438.51. Although the amount of contributions to the Fund has not decreased, your Committee regret to say, that the number of Congregations contributing is only thirty, less than a third of the number of Congregations on the Roll of the Synod, and four less than last year.

Your Committee was convinced, that, were the Ministers and People of our Church to consider more fully the necessity and importance of the more general compliance with the recommendation of the Synod in favour of the scheme, the number of Congregations contributing, and the amout received in its behalf would be very much greater than they are.

When we reflect, that the Income of most of our settled Charges is as yet less than the smallest provision enjoyed by Ministers in the Parent Church, and is, we fear, far from adequate to keep the Incumbents of these Charges free from pecuniary cares, amid the discharge of their arduous and responsible duties, and to the proper maintenance in the position in Society which they are expected to occupy, we see, that there are no great worldly inducements in Canada for Parents to encourage their Sons to prosecute their studies for the Ministry, or for these latter to do so. If, however, the general smallness of the worldly income of our Ministers were all, the difficulty of obtaining a sufficient supply of men prepared to devote themselves to the work of the Lord, would not be so much felt. Some temporal provision for themselves and their families is made for all, upon their being settled in any Charge, and those who aspire to the Office of the Holy Ministry from proper motives will not be so likely to be deterred from that purpose, because that provision is very far from being liberal. The main difficulty in obtaining the requisite supply of Candidates for the Ministerial Office lies in this, that, while every other Profession and occupation may be entered upon, and its Members enabled more, or less, to maintain themselves in a comparatively short period, the Theological Student must wait for seven, or eight, years before he can obtain even that measure of support which is provided for him. It is wisely ordered, that it should be so, yet let us remember, at the same time, that, during all that long interval between the commencement of his professional studies, and his settlement. he can do so very little to maintain himself. His Board at College, his clothing, and his Books annually amount to a sum which very many Parents belonging to our Church are unable to defray. Some provision, therefore, must be made for deserving young men studying for the Ministry during their College Course to enable them to defray the necessary expenses of their attendance at the University, as well as for our Ministers when settled. That for Students will, of course, be comparatively small, but it is, in many cases, scarcely less necessary than for Ministers.

The amount, however, of a Scholarship, or the Bursary, may be so small as not to afford to those who would be glad to devote themselves to the Ministerial work from

the purest motives, the prospect of overcoming their pecuniary difficulties, even when it is obtained, and our Scholarships and Bursaries may, therefore, fail of being, an adequate encouragement to young men of merit to come up to College to be examined, with a view to their attainments. They are still afraid of incurring a debt which may hang upon them for years. Your Committee have hitherto been able to award only from $30 to $40 to each of those who have passed the Examination required, but, at least, double of these amounts is, in many cases, needed effectually to aid and encourage those who are worthy of them.

For these reasons, and in the prospect of a considerable increase of Students for the Ministry at Queen's College next Session, your Committee trust that the Synod will again recommend this important Scheme to the sympathy and support of the Church, and will renew its recommendation, that, on the day appointed for the Collection, Prayer be offered up for our College in all of its Congregations, and the attention of their Members be directed to the claims of the Gospel Ministry upon young men of piety and talent.

They would also beg leave to suggest, that, as early a day as possible be fixed for the Collection of the Scheme, as the Bursaries fall to be paid before the close of the College Session.

KINGSTON, 31st May, 1869.

JAMES WILLIAMSON, Convener.

There was read a Communication from Mr. Archibald Ferguson of Montreal, in which Mr. Ferguson undertakes to secure the payment by his Executors at his decease of six thousand dollars, ($6,000), towards the Endowment Fund of Queen's College, and, in the meantime, to pay interest on it at the rate of seven per cent. on the first days of April and of October in each year, and to continue the same half yearly, during his life; and, to this end, to give a Mortgage on Property in Montreal, and also to pay the additional sum of $360 in for semi-annual instalments.

It was agreed to express the cordial thanks of the Board to Mr. Ferguson for the above munificent gift.

October 6th, 1869. No business was transacted for want of a quorum, and the Board adjourned.

STATEMENT OF THE ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING 10TH APRIL, 1869.

Revenue.

	$ cts.
Grant from Colonial Committee of the Church of Scotland	1,460 00
Temporalities' Fund	2,000 00
Dividends on 107 Shares of Merchants' Bank stock at 8 per cent.	856 00
Interest on Mortgages, Government Securities and Bank Deposits	956 91
Fees,—Class and Graduation	393 50
Rent of Medical Hall	250 00
Donation,—£1 sterling	4 87
Premium on Twenty-one Shares of new Stock in the Merchants' Bank	160 45
Subscriptions $200 00	
Interest on subscriptions to Endowment Fund..... 552 00	
	752 00
Law Costs in *re* Weir *vs.* College	949 64
	$7,723 37
Balance, deficiency	3,200 19
	$10,923 56

Expenditure.

Salaries	$9,520 00
Other expenses	1,403 56
	$10,923 56

KINGSTON, 23rd April, 1869. W. IRELAND, Secretary-Treasurer.

Certified as correct, as per separate Report.

JOHN CREIGHTON, Auditor.
J. RIDDELL, Auditor.

KINGSTON, 27th April, 1869.

PROCEEDINGS OF THE SENATE OF QUEEN'S UNIVERSITY, 1869.

February 26th, 1869. In reply to a Letter of enquiry from Mr. James Riddell, the Secretary was instructed to inform him that his Son will be permitted to appear at the University Examinations at the close of the Session, and to be examined on the subjects he has studied during the Session, and that, on passing the examination on these subjects, he will rank as having passed on them.

The rearrangement of Honour work in the University in Geology was entrusted to Professor Dupuis.

April 21st, 1869. Principal Snodgrass and Professor McKerras were appointed to make arrangements in regard to the Prince of Wales Prize.

Principal Snodgrass and Professor McKerras having reported favourably on a Thesis by the Reverend I. B. Muir, B.A., Candidate for the degree of M.A., it was agreed to accept the same.

April 27th, 1869. The Senate considered an application from the Reverend Matthew W. McLean of Paisley, Bachelor of Arts of the College of Princeton, New Jersey, to be admitted *ad eundem gradum*, and the Senate agreed to admit him.

Professor Murray read a Report on Boarding Houses. The Report was adopted, the Rules and Regulations thereof were approved, and, in accordance therewith, the Senate appointed Professors Mowat and Dupuis a Committee to receive applications from Keepers of Boarding Houses.

April 28th, 1869. It was resolved that professional men, being approved Graduates in Law, Medicine, or Science, shall be admissable to Pass Examinations for Degrees in Arts; but that the Senate shall dispose of each application separately, upon its own merits.

It was agreed to advance the balance of the Examination Fund to Professor Murray for the purchase of Books for the Library when he is in Scotland.

October 12th, 1869. Principal Snodgrass and Professors Murray and Dupuis were appointed a Committee to consider the subject of Evening Classes at their discretion.

ACTS AND PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH OF CANADA IN CONNECTION WITH THE CHURCH OF SCOTLAND, 6TH AND 7TH OF JANUARY, 1869.

The Moderator laid before the Synod a requisition which had been addressed to him, calling on him to summon a meeting of Synod; and a copy of his Circular calling the present meeting. The same were read and are as follows:—

We, the undersigned members of the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland, respectfully request you to call a *pro-re-nata* meeting of Synod to be held within St. Andrew's Church in this City, for the purpose of considering the position of Queen's College, especially as affected by recent Provincial legislation, and of taking such action as may be deemed advisable.

We think it desirable that the Meeting be held on the earliest possible day, and therefore suggest Wednesday, the sixth day of January, next at seven o'clock in the evening. (Signed by Six Members of Synod).

January 6th, 1869. On motion of Mr. Mylne, seconded by Mr. Brymner, it was unanimously agreed to approve of the Moderator's conduct in calling this Meeting.

There was produced and read a Communication from the Board of Trustees of the University of Queen's College, bearing upon the Financial resources and prospects of that Institution, more especially as affected by the recent withdrawal of that Parliamentary aid, which it has received for a lengthened period,—representing that the Faculty of Arts cannot be maintained unless an equivalent for this source of Revenue be provided in the form of a permanent Endowment, or system of annual contributions,—and craving the counsel of the Synod as to the course most advisable to be pursued in this emergency.

Principal Snodgrass was heard in explanation and support of the views contained in this Communication.

Intimation having been made that several Members of the Corporation of Queen's College, that is, Members in full communion with this Church, were present, it was unanimously resolved to ask them to sit and deliberate with the Court.

After a general discussion of the subject for which this Meeting was convened, it was agreed to defer final consideration of the same until to-morrow morning.

January 7th, 1869. The Synod resumed consideration of the position of Queen's College and the measures most advisable to be adopted in the circumstances of the case. After mature deliberation, the following Resolutions were moved by the Reverend Doctor Jenkins and seconded by Mr. Alexander Morris,—

The Synod, having taken into serious deliberation the emergency which has arisen in the Financial position of Queen's College, by the refusal of the Legislature of Ontario to continue the Grant of public money hitherto made to the College to assist it in the promotion of Literature, Science, and Art, unanimously resolve:—

1. That it is of the greatest importance to the interests of the Church, and of higher education generally, that this Institution be efficiently maintained.

2. That, in these circumstances, it is the paramount duty of the Synod to appeal to the Church and the community to supply the funds needed for this object.

3. That the Members of the Synod, of the Board of Trustees, and of the College Corporation, now present, pledge their utmost aid and influence to accomplish the Endowment of the Institution to the extent of at least $100,000.

4. That, for the carrying out of these resolves, a General, or Executive, Committee, composed of nine Members, taken from the Synod, the Board of Trustees, and the College Corporation, be and is hereby appointed, said Committee to consist of Principal Snodgrass, Convener, the Synod Clerk, the Reverends Doctors Barclay, and Jenkins, the Reverend D. J. Macdonnell, Mr. H. Allan, Mr. Alexander Morris, the Honourable Donald Macdonald, and Mr. John Fraser, and that to this Committee the Synod entrust the devising and carrying out of methods for securing the end hereby to be gained; and further appoint them to confer with the Board of Trustees in regard to the best mode of increasing the efficiency of the Institution. Of this Committee three shall form a quorum.

It was agreed to appoint Local Committees to act in concert with the General Committee in carrying out the aforesaid Resolutions and obtaining moneys in their respective districts of country so as to ensure the accomplishment of the proposed Endowment.

The General Committee were authorized to prepare and issue, in the name and by authority of Synod, an Address to the several Congregations of the Church, setting forth the strong claims of Queen's College upon the liberal support of our people.

The Clerk was instructed to address a Communication to the Alma Mater Society of the University, as representing the Alumni of the College, requesting it to take

steps to enlist the support and co-operation of these in the important movement now being instituted.

The Synod unanimously resolved to tender their cordial thanks to Principal Snodgrass for the very arduous and important services which he has rendered to Queen's College during the past year.

June 5th, 1869. Principal Snodgrass presented and read the Annual Report of the Board of Trustees of the University of Queen's College, and, in connection therewith, a Report from the Executive Committee appointed at the *pro-re-nata* Meeting of the Synod to provide an Endowment of at least One hundred thousand dollars, ($100,000), for that Institution. After deliberation upon the points embraced in these Reports, the Synod deferred the final consideration of the same until to-morrow.

THE FOLLOWING IS THE REPORT OF THE EXECUTIVE COMMITTEE FOR THE ENDOWMENT OF QUEEN'S COLLEGE.

The General Committee on the Endowment of Queen's College respectfully submit the following Report:

Judging from representations made by Members of Synod and others at the *pro-re-nata* Meeting held at Kingston on the 6th and 7th days of January, it seemed to be a prevailing opinion that the success of the proposal to raise an Endowment would depend to a large extent upon the amount of support received at Kingston. Therefore, before taking any action in furtherance of the Scheme, your Committee left to the Synod's Kingston Committee the duty of testing the effect of an Appeal to the Citizens. The local Committee issued an Address, setting forth special grounds of claim in behalf of the College, and immediately after followed up this proceeding by waiting upon the inhabitants for their subscriptions. In the course of a short time it was found that Kingston was ready to set the example expected of it and appropriate to it as the seat of the University.

It was then resolved to commence a visitation of places at a distance. The Principal and Professor Mackerras undertook to give effect to this Resolution, arrangements being made for the teaching of their Classes during their absence. In their selection of places to be visited first they were guided chiefly by a desire to discover how far different sections of the Country were well disposed towards the effort, and to produce as quickly as possible such results as might furnish a stimulus and encouragement to the friends of the College generally. Next to this, considerations of convenience influenced their movements. They kept to the work as continuously as possible until, the first of April, when the closing Examinations of the Session and other duties demanded their return to Kingston. In the second week of May they resumed their labours and continued at them until the end of the week before last.

Their plan of operations has been to officiate on Sabbath, distribute copies of the Appeal which has been issued in the name of the Committee, hold a Meeting on a week day, secure the appointment of a Congregational Committee and a local Treasurer, and devote as much time as they could spare to the personal solicitation of subscriptions. In this way they have advocated and otherwise promoted the Scheme in the Cities of Ottawa, Toronto and Montreal, in the Towns of Guelph, Galt, and Brockville, in the Villages of Smith's Falls, Lachine, Hawkesbury, and L'Orignal, and in the rural districts of Scarborough and Vaughan. In doing so the probability of success has been tested in communities which are very varied in many respects. In some, the Church is represented by large and strong Congregations, in others, by Congregations which are small and weak. Some had just completed, were still carrying on, or were about to begin important local undertakings, such as the building of Churches, or the removal of debts upon property; others had none of these things to trouble them. Some possess local advantages in the matter of superior education, and, therefore, might be supposed to have comparatively little interest in the Endowment of a College at King-

ston; others are entirely free from influences of this kind. Some have had direct evidence of the benefits which Queen's College has conferred upon the Church and the Country; others have had no such experience of its usefulness. Of none of them, however, so far as this project is concerned, can anything be reported except what is in the highest degree satisfactory. Stronger language, indeed, is justifiable. It may be affirmed of all of them that their response has been liberal beyond the most sanguine of well-founded expectations. In all the Deputation received a hearty welcome, found a lively interest prevailing in the efficient sustentation of the College, and were greatly aided by the zealous co-operation of local Ministers and leading Laymen.

In the localities mentioned, including Kingston, guarantees, which your Committee believe to be reliable, have been obtained for contributions amounting to not less than $66,750. This has been accomplished during a season of great commercial depression and the time spent in accomplishing it has not been much more than three months. An assurance of subscriptions amounting to at least $2,500 has been received from Peterborough, which has not yet been visited. Some work has been done by local deputations in the Presbyteries of Ottawa and Toronto. In the absence of full information, your Committee feel safe in estimating the result of their operations at $1,000. So that the total amount at this date may be confidently stated at $70,000. A large proportion of the whole subscription is payable by instalments, but the cash receipts already exceed $25,000.

With regard to local Deputation, it was at first intended to organize them in all Presbyteries. It is believed that the Deputations to Congregations in the Presbyteries of Ottawa and Toronto, consisting of Members of these Presbyteries and other Gentlemen resident within the bounds, efficiently performed the work intrusted to them so far as circumstances allowed; but upon a comparison of results obtained by this plan with those produced by the Deputation from the College and by the advice of many friends, some of whom were Members of these Deputations, it was resolved to discontinue it in favour of the latter system, the conviction being that, while it would take more time, this disadvantage would be more than counterbalanced by its greater effectiveness.

In visiting the places named some of our principal Congregations have been appealed to, but there remains 111 Congregations yet to be approached and a considerable number of these are able and no doubt willing to contribute liberally. The Principal and Professor Mackerras are prepared to spend the Summer months in visiting as many of these as possible, and your Committee think that, in the remarkable success already attained and the very favourable spirit in which the people are everywhere regarding the Scheme, there is good reason for feeling confident that there will be no difficulty in obtaining the minimum sum mentioned in the Synod's Resolution.

This sum safely invested should yield an annual revenue of at least $6,000, which would place the Finances of the College in much the same position as they were prior to the failure of the Commercial Bank. At that time, however, the Revenue was barely sufficient to meet current expenses, and, on that account, such improvements as seemed, and still seem, to be very desirable in the equipment of the Institution could not be effected. Encouraged by what has been done, and measuring the capabilities of fields yet to be operated upon by results already obtained, your Committee feel hopeful that an Endowment fund of $150,000 will be ultimately approximated if not fully realized; and should this amount be secured the Institution will, under the Divine favour, have a strong basis to rest upon in all time to come, the appliances at its command for the discharge of its proper functions will be much increased, and its usefulness will be more extended than ever.

Most men like to be assured of some direct advantage before investing largely in any enterprize, and from circumstances peculiar to this new Country all legitimate means must be used for the purpose of inducing young men to enter College. For these reasons it was deemed advisable to connect the privilege of nominating Students

to a course of instruction free of Class Fees with subscriptions of £100 and upwards, the privilege being greater in value in proportion to the amount subscribed. Upon the recommendation of your Committee the Board of Trustees has adopted the following Regulations in reference to this subject on the 29th of April, 1869. [For these Resolutions, see page 235 herewith].

The Treasurer has authority to issue a Certificate signed by the Chairman of the Board, for every subscription he receives in full for either a Scholarship, or a Nomination.

This plan has been well received, and, besides, having the effect of augmenting in very many instances the sums originally intended for contribution, it has secured a very large measure of continuous co-operation for the increase of Students from numerous Subscribers, who have expressed their determination to enjoy the privileges now at their command.

Already 20 Scholarship Certificates have been issued, representing subscriptions to the amount of $10,000, and 46 Nomination Certificates representing $4,600. Eight Subscribers have also become entitled to begin to exercise the right of nomination, in terms of the Third Regulation.

The Church has always had great difficulty in obtaining a sufficient number of Students, and, if the demand for Ministers to supply vacancies and for Missionaries to enter upon new fields be taken into consideration, it is at present a subject of great regret that very few are studying for the Ministry. The Members of the Deputation, in their public addresses and private interviews keep this state of matters constantly and anxiously in view, ad take every opportunity of urging the claims of the Christian Ministry upon the prayerful consideration of Parents and the piety of their most promising Sons. It is believed that their efforts will be productive of a gradual change for the better. They have had many assurances that the subject is receiving serious attention, and have met with not a few cases in which preparation for College has been actually determined on.

It is impossible to form any adequate anticipation of the effect of this movement upon the character, position and usefulness of the Church. Estimating probable results by such common principles as are applicable, we are justified in looking for a marked increase of earnest activity, the result of a quickened consciousness of vital power; and instances of a deeper interest in ecclesiastical affairs awakened by the efforts which the Endowment scheme has necessitated are not wanting to illustrate this position. There is a feeling of joy among our people over the rapid and unexpected success already attained. The value of a hearty and united action shows itself in a growing disposition to cultivate that spirit of self-reliance which subordinates the free use of means possessed to the humble, but enlightened, dependence which attaches supreme importance to the Blessing of God. To the feeling of self-respect which arises from the prompt improvement of a serious exigency, we can add the satisfaction of knowing that the manner in which that exigency has been met, has raised the Church to which we belong in the esteem of other Denominations of Christians.

It affords your Committee particular pleasure to report that among the Subscribers there is a goodly number belonging to other Churches, and they accept this most friendly assistance as an evidence of the place which Queen's College holds in general confidence and goodwill.

As the Scheme will not be nearly completed before April, 1871, the maintenance of the Institution in the interval is a difficulty, in fact the principal difficulty, to be contended with. This point has been specially alluded to in a Correspondence which has been held with the Colonial Committee on the Scheme, and the Committee besides taking steps to give publicity in Scotland to the circumstances in which the College has been placed, has generously appealed to the Members and Adherents of the Parent Church for assistance towards the sustentation of the College, while the Scheme for its Endowment is in progress. Already some contributions have been received by the

Treasurer for this purpose and several subscriptions have been acknowledged in the *Home and Foreign Record* of the Church of Scotland. To-day your Committee learn from newspapers received by the last English Mail, that the General Assembly has, in its deliverance on the Annual Report of the Colonial Committee instructed the Committee to adopt such measures as should afford the Ministers and Members of the Parent Church an opportunity of aiding the movement. Taking these facts into consideration, your Committee feel disposed to hope that much assistance will be obtained from Scotland.

HAMILTON, 4th June, 1869. W. SNODGRASS, Convener.

June 6th, 1869. The Synod resumed consideration of the Report of the Trustees of Queen's College, and that of the Executive Committee for providing an Endowment Fund for that University. It was moved by Mr. Hogg, seconded by Doctor Muir, and carried unanimously, That the Synod receive the Reports now read; heartily rejoice in the great success which has attended the efforts that have been made to collect Funds for the Endowment of Queen's College; and earnestly hope that a similar success will follow the further prosecution of the Scheme.

June 7th, 1869. The Report of the Committee on the Scholarship and Bursary Scheme, having been called for, was presented by Principal Snodgrass and read. Whereupon it was moved by the Reverend George Bell, seconded by Mr. Lindsay, and carried unanimously, That the Synod receive the Report; and, while rejoicing in the prospect of a more liberal assistance to deserving Students which is afforded by the improved state of the Fund, anew recommend the Scheme to the sympathy and support of the Church; and re-appoint the Committee:—Professor Williamson to be Convener.

I. A PLEA FOR LEGISLATIVE SUPPORT TO DENOMINATIONAL COLLEGES.

IN THREE PAPERS.—FIRST PAPER.

These papers are issued under the authority of the Board of Trustees of Queen's College. Therefore, some of the Statements relate specially to that Institution. The general argument, however, is applicable to other Colleges in Ontario. It is conceived that on such grounds as the following the people may justly and firmly urge the continuance of Legislative aid to the outlying Colleges.

I. *The Need and Advantage of a Number of Colleges.**

From its vast extent of populated territory the Province requires sectional Colleges. Wherever superior education has become a national benefit, the result is traceable to a diversity of such Institutions. The advantage of this arrangement is enjoyed by all the advanced nations of Europe. There is probably no Country which would suffer more from the inconvenience of having but one College than this part of Canada. To confine the means of Collegiate education to one place is, to a large extent, to impair their efficiency and defeat their end. It limits to a few what should be accessible to all. It contralizes in a locality what should be diffused throughout the land. It creates a monopoly where distribution should prevail. In education, far more than in commerce, a generous competition is of paramount importance. By the analogy of public policy in other departments, it is clearly the duty of the Government to provide every facility for a wholesome rivalry. If, then, one College at Toronto is to be

* In connection with this subject of a "Number of Colleges," instead of one large one, see the practical remarks in regard to it by Mr. Charles F. Adams, of Harvard University, on page 317 of the Fifteenth Volume of this Documentary History.

the sole object of Governmental concern and support, the result must be a most impolitic and hurtful monopoly.*

II. *The Equal Right of the Colleges.*

This is an important element in the basis of nationality. The population is divided into a variety of sections, distinguished from one another by denominational peculiarities. A wise legislation will respect the claims of all alike. By its whole history and constitution this Country is pledged to religious liberty. "No individual or institution is to be proscribed on account of religion: all are to be held as qualified to serve the State." No aid can be expected for the teaching of ecclesiastical politics. If any College has a Theological Faculty it must be supported entirely by denominational liberality. "But if the Colleges can give all that is required in the way of secular education, why should they be proscribed for their religion?"

Notwithstanding the variety of denominational differences referred to, the population divides itself, on the question of superior education, into two sections. One consists of those who believe that a College endowed or aided by the State should have no denominational connection. The other includes all who are satisfied either that such connection is not an evil in itself and should form no barrier to legislative assistance, or that it is both proper and advantageous, chiefly because it becomes an active instrumentality in extending the benefits of a liberal education. The views of both sections accord with the fundamental principle of religious liberty. They are therefore entitled to equal respect. But this principle will be violated and grievous injustice will be done, if the interests of the former section only be studied and provided for. This would be the case, even supposing the latter section to consist of a small minority of the people; but, so far from this, it is composed of Episcopalians, Roman Catholics, Wesleyan Methodists, Presbyterians, and Episcopal Methodists,—that is, according to the last census, more than two to one of the whole population. The same would be the case on another supposition, namely, that the Denominational Colleges were to receive less than their share of public support. But what is the fact? The annual grants to the whole of them have always been much below one-half the amount of public money expended by the University of Toronto and University College,—restricted as the latter is by Law to the single Faculty of Arts.

III. *Public Advantage and Economy of a Number of Colleges.*

In the maintenance of educational and charitable Institutions the principle acted upon in this Country is to aid the communities which help themselves. The Government merely supplements sectional liberality. The people cannot have a Common School, a Grammar School, or a Hospital assisted from the Public Treasury on any other principle. The soundness of this policy no one disputes. The only exceptions to it, in the educational department, are the Endowed Institutions in Toronto. That wealthy City is not required to contribute according to its means and importance. The outlying Colleges are to a large extent dependent upon voluntary effort. This arrangement secures economy and stimulates energy, without impairing efficiency.

Between June, 1840, and the close of 1844, the amount collected for Queen's College was $54,851. From 1845, when the first Grant—$2,000—was received, to 1867—a period of 22 years—the Receipts, exclusive of Grants, amounted to $209,670; the Expenditure in the Non-theological Faculties, exclusive of the Principal's Salary, to $150,437, or $6,838 per annum; and the value of property acquired for actual use to $60,000. During the same period the Grants from Government amounted to $76,500, including $8,000 to the Medical Department; that is, not much more than one-third of the provision from other sources.

*The "One College" idea was the plea of the Memorial to the King, in asking for a grant of the Crown Lands in 1797, but a more generous spirit prevailed in making that grant, for it was made not only for Grammar Schools, but also for "Seminaries of a larger and more comprehensive character" than Grammar Schools.

It is proposed, in some quarters, to let this Institution hereafter depend entirely upon the Denomination which has made this liberal contribution to the most important of public objects. The work done by it has been of general benefit. A large section of the community is interested in its continuance. Many who oppose its participating in State aid say they would regret the closing of its doors. *The Globe* believes the Denomination which founded it will not allow it to go down. Will this unpractical sympathy, however, kindly the expression of it, relieve the sense of injustice caused to its supporters by the withdrawments of substantial assistance? The adherents of the Church of Scotland, acting upon views and preferences which form no disability, but rather a qualification, for the enjoyment of equal rights, must forego all direct advantage from the splendid University Endowment, which is, or at least once was, the property of the Country, and in addition tax themselves in order to provide the entire support necessary to maintain this College at Kingston. Is this just? Does it consist with the law of equal rights or agree with the principle of supplementary aid?

IV. *Status and Character of the Institutions.*

The Colleges hitherto aided by Government have a legal standing. They are not merely incorporated by Royal Charter, or by Act of the Canadian Parliament, but they are also expressly recognized in the Statute Law of the Country. The University Act of 1853 gives them a prominent position and confers upon them certain rights, along with the Institutions for which that Act specially provides; the amendment to the Grammar School Act passed in 1865 makes their Graduates eligible for election to the office of Headmaster in our Grammar Schools; and the Medical Act for Upper Canada, passed in 1865, secures professional privileges to their Graduates. The Country, therefore, does by its legislation, as well as by a general acknowledgment, accept the work performed by these Institutions; and, in accepting their work, endorses their character as efficient, active, and serviceable in the dissemination of the knowledge of Literature, Science, and Art. Why should the Government place a number of educational establishments in the same category as respects character, and on the same footing as respects work, and withhold pecuniary assistance from all of them save one? Why should that one, situated in the great centre of wealth and population, be allowed, without control or restraint, until financial difficulties begin to beset it,* to consume a magnificent Endowment the benefit of which is by law intended to be shared in by the others?

V. *Work done by the Outlying Colleges.*

In the time during which these Institutions have been in existence, that is, for the oldest of them, upwards of a quarter of a century, many hundreds of young men have received, in connection with them, the advantages of a liberal, superior education and Collegiate training, and a large proportion have graduated in the various Non-theological Faculties. These Alumni belong to every party, class, creed, and nationality, and many of them occupy positions of honour and usefulness, throughout the Province. But for the facilities afforded by sectional Colleges, it is probable that the majority of them would never have become Students. At these Institutions they acquired the advanced education by which they have been fitted for professional life. It is undeniable that by their going forth, year by year, from the Academic Class-room to the varied avocations, of which they have made choice, the Country has gained incalculably in respect of intelligence, enterprize, and general progress.

At Queen's College alone the number of registered Alumni is 706, of whom 446 declared themselves to be adherents of other Denominations than the Church of Scotland; the number of these Denominations being ten. If the slightest attempt had

* See returns of receipts and expenditure of Toronto University and University College to an Address of the Legislative Assembly, of date 14th of February last.

ever been made by the College Authorities to interfere with the Denominational predilections of the Students, or to propagate particular ecclesiastical views, these results would have been impossible. The church connection of so large a majority is proof enough that the Institution is so unrestricted, open, and liberal, as to give no offence to religious convictions.

VI. *Policy and Duty of the State in regard to Education.*

The State is committed to a System of National Education, that is, a System such in character that all may support it, and such in the extent to which it is provided that all may obtain it with something like equal facility. Conflicting views have to be reconciled, mutual forbearance has to be exercised, and the wants of the population at large have to be supplied. These statements are illustrated by the provision made for our Common and Grammar Schools. They are established wherever they are needed and can be maintained throughout the land. But the lower class Institutions are of two kinds. One suits the views of the Protestant majority, for the present disposed to accept only a secular instruction at the public expense—leaving to Parents what, in the circumstances, it is possible for them to overtake, namely, to supply religious culture under their own supervision. The other harmonizes with the convictions of the Roman Catholic minority, immovable in their determination to combine, at all stages of instruction, the religious and secular elements, and protected now in their determination by the Imperial Act of Confederation. They could not take what the State offered, and the State resolved to accede to their demand. The Legislature had either to yield, or allow its System of Education to lose its nationality, because of its unfitness for universal acceptance.

Now with reference to Collegiate Seminaries,—the highest class of educational Establishments,—from their nature, a much smaller number of them than of either of the others will suffice to meet the wants of the Country, just as Grammar Schools need not be, and are not, so numerous as Common Schools. Yet the number of them must be sufficient. To determine the sufficiency a variety of circumstances demands consideration—such as, the extent of the Country; the number of its inhabitants and the rate of increase; the means of the people, their interest in particular localities, and their freedom to act on intelligent preferences; the advantages of distribution as compared with centralization; the beneficial effects of a generous competition; and the duty of the Legislature to foster whatever tends to a real and rapid progress, towards the highest attainable condition of educated society. The majority of Students in this, as in all Countries, being persons of limited means, the choice of a College frequently resolves itself into a question of expense. A College situated in a particular locality, or specially related, like every Denominational Institution, to a large section of the community, besides supplying an actual want, has an effect in attracting Students which an Institution at a distance cannot have; while, on the other hand, a remote Institution may have other attractions not less effective. There can be no doubt, for example, that because of the Colleges at Toronto and the Colleges at Kingston, the list of Canadian Alumni is much greater than it would have been if either of these Cities had been without its Colleges, and it is not an infrequent occurrence that young men living east of Kingston attend College at Toronto, and that from the west of Toronto young men come to Kingston. The reason is that there is an opportunity for making a choice, and a variety of causes operates in determining the choice. Nor is the desire which Students sometimes manifest to take part of their Course at one College and part of it at another to be altogether discouraged for each Institution may offer certain advantages peculiarly its own. But let the means of imparting a Collegiate Education be confined to a single Institution in Toronto, and then not only will there be no room for choice, however, strong may be the desire, or however great may be the need of it; but also, for the Province at large, there will be none of the convenience and facility which a National System implies. The people will have just

reason to complain that they can obtain no benefit from the arrangement, the terms of acceptance being such as to place it beyond their reach; and the Legislature, so far from encouraging the love of learning, will be chargeable with the sin of obstructing that which constitutes the glory of a nation,—so far from inciting a generous and useful competition, will become the patron of monopoly and centralization.

If there be any force in these considerations, it is clearly the duty of the Legislature to provide a number of Colleges. If the Ontario Parliament, in the wisdom of its first years, finds irreversibly respecting certain Colleges engaged in disseminating a knowledge of Literature, Science, and Art, that they are ineligible for employment in this service, because they are connected with particular Churches, (although this is the case with the best servants the Country has), then it is bound, in consistency with this conclusion, to ignore all Denominational Colleges, and to act, not as if they would continue to supply the wants of the Country and thereby relieve the Government of this duty, but as if they had no existence at all. Under a sense of justice to its widespread constituencies, and a due regard to the greatest Provincial interest committed to its charge, it is bound to plant and endow purely secular Institutions at different points the most eligible for the purpose. Taking the expenditure of University College, Toronto, as a standard, this would cost annually at least five, or six, times the greatest amount hitherto voted to the other Colleges. But no matter; in the circumstances at present under supposition, there is no other way of working up Collegiate Education into a National System. Whether on the ground of economy, or from the fear of failure, the Government has not announced any such policy. Is it wise, is it consistent with a prudent and dignified statesmanship to proscribe one class of Institutions, which in a collective sense may be said to be both representative and popular, without indicating an intention to supply their places with another, of which it might be hoped, that they shall be more representative and more popular? Instead of assuming that the opinion of the Country is against the continuance of substantial assistance to these Colleges, should not a proper regard for all the interests involved at least suggest such a delay, in departing from a long established policy, as will afford a constitutional opportunity of referring the question to the constituencies? Instead of summarily closing down upon a plan, which, although not altogether unobjectionable, has nevertheless on the whole worked well, does not ordinary discretion dictate, "Let well alone until better be?"

But supposing the Province to be furnished adequately with secular Institutions, will the result be a National System? Certainly not. It will come very far short of universal acceptance. The Roman Catholics, adhering to their fundamental principle that education is of little value unless leavened and sanctified by a religious element, must find themselves unprovided for; and the majority of the Protestants, conscientious in their preference of Denominational Colleges, would also be unprovided for. There might be, as there are now, such instances as that of Parents sending their Sons to a Non-denominational Institution close by, instead of to a Denominational College at a distance; but as a rule, conscientious scruples would carry the day in favour of the latter against all considerations of convenience.

Looking, then, at this great subject from a truly national point of view, the question is simply this:—By what system can the Legislature most easily give a Collegiate Education acceptable to the largest number of the people? Is it by erecting and endowing several Colleges, or by engaging at a reasonable rate those Colleges which have been already erected and which have secured a large amount of public favour? The latter plan claims adoption on the following grounds:—

1. It has been in successful operation for many years. The Country has gained an immense advantage by it; and what individual, or interest, has suffered?

2. It will preserve in historical reality the most valued connections of hundreds of Alumni and Graduates, whose position would be seriously affected by the impoverishing of the Institutions at which they have been educated.

3. It is comprehensive in the respect which it pays to important differences of opinion. University College, Toronto, will continue to suit the views of those who believe that a College should have no Denominational connection, and many who are indifferent on the subject. Denominational Colleges will accord with the sentiments of such as prefer them, and as hitherto their doors will be open to many others whose ecclesiastical predilections will suffer no offence.

4. It agrees with the principle of religious liberty. It neither rejects nor employs the service of Institutions because they are Denominational, but without respect to their Denominationalism engages them to labour for the diffusion of literary and scientific learning.

5. It honours the right which all men have to share, as equally as possible, the convenience and facility with which a legislative provision may be enjoyed.

6. It harmonizes with the practice of the Government in giving only a supplementary aid to local, or sectional, Institutions.

7. It will certainly extend the benefits of Collegiate Education to all classes of society, and to a much larger number of persons than can be reached by any other arrangement.

8. On the score of economy it especially commends itself. The Annual Expenditure on account of it, even supposing it to be acted upon more extensively than it has yet been, will be much less than the annual charge created by the erection and maintenance of one Non-denominational College in any locality.

II. A PLEA FOR LEGISLATIVE SUPPORT TO DENOMINATIONAL COLLEGES.

Second Paper.

VII. *The University Act of 1853.*

This Act—16th Victoria, Chapter 89—is entitled to special notice as furnishing distinct grounds of claim: first, in law, because it is the most recent Statute on the subject, it is still unrepealed, and it makes provision for the Colleges; and, secondly, in equity, because the diverting, or withholding, of that provision from the Colleges, through no fault of theirs, but by measures which, it must be presumed, have received the sanction of successive Administrations, is an injury for which a reasonable compensation is due. The law confers specific rights; should the Executive sanction measures which transgress the law and destroy the rights, where is Parliamentary authority, where are the safeguards of legislation, and what becomes of national honour and reputation, if the grievances thereby occasioned be not, in some shape or form, redressed?

Legislative Recognition of Denominational Rights.

A preceding Act—12th Victoria, Chapter 82, 1849—has the following as part of its preamble:—

"The people of this Province consist of various Denominations of Christians, to the Members of each of which Denominations it is desirable to extend all the benefits of a University Education."

This Act provided for the establishment of a Collegiate Institution at Toronto, on such a basis as "that the just rights and privileges of all may be fully maintained without offence to the religious opinions of any;" and to the incorporated, Degree-granting Colleges of Upper Canada that would surrender the power of conferring Degrees in the several Faculties except Divinity, it made an offer of affiliation, consisting, however, in nothing more than the right of sending a Member to the Senate of that Institution. These Colleges, justly conceiving that this right was in no sense a compensation for the surrender of powers which, at great expense, they had obtained

and begun to exercise, did not accept the offer. A four years' trial of this measure was found to be sufficient. In 1853, it was repealed, and the Act then passed declared it to be a failure. The end proposed by the Legislature, namely, the extending of the benefits of a University Education to the Members of each Christian Denomination, was still held to be desirable, but the means hitherto employed were found to be at fault. The opening sentences of the new Enactment contain specific reasons, three in number, for the failure. (1) "No College, or educational Institution hath become affiliated to the University." (2) "Many parents and others are deterred by the expense and other causes, from sending the youth under their charge to be educated in a large City distant, in many cases, from their homes." (3) "From these and other causes many do and will prosecute and complete their studies in other Institutions in various parts of this Province."

These were the substantial grounds on which the Act of 1849 was repealed. They still exist. Had the Legislature been actuated by the illiberal sentiments now vehemently expressed in some quarters, it would have said—The Members of certain Denominations of Christians do not accept the offer of a University Education which has been made to them; they allege, it is true, very plausible reasons for their refusal, such as inconvenience, difficulty, expense, parental apprehensions, and conscientious scruples; but the State must attach no value to these; sectarianism is at the bottom of all this opposition; let the Denominational Colleges shift for themselves. Very different was the spirit which animated the public men of that yet recent day—a sympathizing, generous, patriotic spirit.

Attendance at various Colleges Encouraged.

The Preamble of the Act of 1853, having given the reasons for repeal above quoted, at once proceeds to declare that to those prosecuting their studies in other Institutions in various parts of the Province "it is just and right to afford facilities for obtaining those scholastic honours and rewards which their diligence and proficiency may deserve, and thereby to encourage them and others to persevere in the pursuit of knowlege and sound learning." So far from holding out any inducement to the youth of the Province to avoid these Institutions and go to Toronto, it was wisely resolved to make the rewarding of diligence and proficiency shown by them that the Colleges of their choice an encouragement to others to follow their example. What provision was made for this? There had been acquired by this time a fair and satisfactory experience of the working of Her Majesty's Royal Charter to the University of London, granted for the very same purposes as are set forth in the preamble of the Canadian Act, and it was resolved to proceed upon the principles embodied in that Document.

Separation of University and College Functions.

The University of Toronto was to have its functions as a University separated from those assigned to it as a College. Hitherto the Institution had been a College with University powers. But two distinct Institutions were now to be established. The importance attached to this amendment appears from its being the first of the two purposes of the Act as expressed by its title, and from the Act itself, which, in its divisions and subdivisions, is throughout so constructed as to exhibit this separation. Immediately following the Preamble there are, in fact, two Acts of Incorporation wholly different, and nowise connected with each other more closely than the first, which relates to the University of Toronto, is connected with the Royal Charter of Queen's College at Kingston or of Victoria College at Cobourg, unless the almost unavoidable circumstance of their being printed one after the other, as parts of the same general Act, can be construed into a nearer relationship. Two Corporate Bodies are instituted,—each with its own powers vested in it, its own functions assigned to

it, its own constitution and membership prescribed for it. The two Bodies are in their nature distinct, and, with a care, amounting to jealousy, the Act keeps them distinct, for the very good reason that one of them, the University, is to become related to a number of Institutions of the same character as the other, namely, the College.

The Functions of the University and of the College strictly limited.

The functions of the University are, by Section 3 of the Act of 1853, limited to the examining of Canadidates for Degrees, Scholarships, Prizes, or Certificates of Honour, and the fourth division of the Act, under the head of "Endowment and Property," after providing for cost of management, limits the expenditure for purely University purposes to the accommodation of the examining Body with which the University is identical, and the charges required for examinations and for rewards to successful Candidates.

The functions of the College are, by Section 22, limited to teaching, and the branches to be taught are such as form part of a general system of liberal education,—the teaching of Divinity, Law, Medicine, and Surgery being prohibited; and under the head of "Endowment and Property," the expenditure on account of it, after paying charges of management, is limited to "current expenses, including the care, maintenance, and ordinary repairs" of the property assigned for the use of it.

The limits with respect to both Institutions,—with respect to the functions assigned to each, and with respect to the expenditure on account of each—are so specifically and exactly stated, as to indicate, in the clearest manner possible, the intention of the Legislature that they should be strictly observed, and to constitute any departure from them an illegal procedure, by whomsoever made, or sanctioned. The separation of the University from the College, although not so fully guarded by the letter of the Statute, is nevertheless so completely drawn as to make it plain, that the separation was deemed a leading and essential feature of the noble scheme initiated.

Expected Results of Separation of the two Institutions.

The anticipated and proper effects of the separation were (1) the founding of a Provincial Institution intrusted with the granting of Degrees and other scholastic privileges to Persons who may have completed, or who may be prosecuting, their studies, not only at University College, Toronto, but also at "other Institutions in various parts of the Province;" and (2) the founding, or rather remodelling, of another Institution, restricted to the work of teaching, amply provided for as to maintenance out of the Upper Canada Endowment for Superior Education, but in no sense, or manner, more closely connected with the University than any of those other Institutions. The truth is, from special and repeated reference made to those other Institutions, the consistency of the provisions of the Act with the declaration of purpose with which it begins is made prominent. Former legislation, with the object of extending the benefits of a Collegiate Education to the Members of each Christian Denomination having failed, and it now appearing to be not only "desirable," but also just and right, that they should enjoy these benefits, the Act proposes to afford "facilities" to Students attending other Colleges, without any hindrance from their Denominational character, and without any fear on account of it. These facilities were to be of two kinds,—one scholastic, to be directly accessible to the Students themselves as rewards of their diligence and proficiency; the other pecuniary, intended to benefit the Students by improving the status and appliances of their Colleges.

Provision for Scholastic Facilities in the Province.

These were to be connected with the awarding of Degrees, Scholarships, Prizes, and Certificates of Honour. With regard to Scholarships in particular it is provided,

by Section 24, that they should be tenable "in any of the affiliated Institutions," that is (comparing Sections 17, 18, and 24), any of the incorporated Colleges of Upper Canada. All such distinctions were to be awarded upon examinations conducted at the instance of the Provincial Examining Body—the University constituted by the Act. The Regulations to be made with respect to attainments and the examination of Candidates were, by Section 22, ordained to be "similar to those in force for like purposes in the University of London."

One of the Regulations of the University of London, by the adoption of a simple, inexpensive, and impartial plan,—a plan now embracing annually in its beneficial operations the Dominion of Canada, in connection with the Gilchrist Scholarship,—provides for simultaneous Provincial Examinations, that is, Examinations conducted at the thirty, or forty, Institutions throughout England in affiliation with the University, "on the same days and at the same hours" as the Examinations in London itself. The advantage to the University has been the securing of an immense influence and prestige in the educational circles of Great Britain, and the effect upon the youth of England has been, in the words of our own Act, to encourage large numbers to persevere in the pursuit of knowledge and sound learning.

New Causes of Failure.

What would have been the results had the University of Toronto, during the fifteen years of existence, followed the same course? It would only have fulfilled the high and beneficent mission committed to it, but in doing so its influence would have been everywhere felt, and everywhere felt for good. It would have stimulated the desire for Collegiate Education; it would have encouraged youthful ambition to gain honourable distinction; and, instead of alienating the "outlying Colleges" from it, would have greatly benefitted them all by arousing a generous emulation among them. But with a splendid opportunity to improve, with a successful example in England to follow, and with a Law specially prepared for its discretion to obey, it has adopted a different system, and held all its Examinations at Toronto. Have not its Examinations been open to all duly certified competitors? Let it be admitted that they have, but what of the facilities which it was appointed to create and offer? The majority of Students, even the best Students, are poor, and what with the expense of travelling to and from the Metropolis and of a partial residence there, loss of time, and other inconveniences, there has been no alternative to their appearing in Toronto, but the suicidal course of advising the most promising Alumni of the "outlying Colleges" to connect themselves at once and permanently with University College—a course which the Authorities of these Institutions cannot be expected to favour. And so it has happened that with the greatest educational attractions and prizes in the Province centralized against them at Toronto, they have been compelled to rely upon private liberality for such inducements as they have been enabled to offer.

Had the University of Toronto followed the practice of the University of London, it would have done no more than what was its duty and interest to do, and there would, by this time, have been results wherewith to test in Canada an experiment which has been eminently successful in England. But as things have been, it is probable that the success would have been only partial, for the composition of the University, or Examining Body has always been very objectionable to all the Colleges save one. The declared purpose of the Act under consideration is "to amend the laws relating to the University of Toronto, by separating its functions as a University from those assigned to it as a College." The University was to become the fountain of honours for diligent and proficient Students at the various Provincial Institutions; the College was to be a Seminary of Learning, a Teaching Corporation, having its seat at Toronto, and taking its place, with regard to purely scholastic functions, on the same terms of relation to the University as the other Collegiate Institutions, and

enjoying a full endowment into the bargain. Separate functions are usually most respected and best discharged by bodies which are not identical but different, not related by the tie of common interest, but altogether independent of each other. Pluralties have had their day, and now it seems as if even dualities were to have an uneasy existence. In no case does the propriety of assigning separate functions to different Bodies hold so strongly as when one of the Bodies is the appointed judge and rewarder of the work which the other does, especially when that other is but one of a number of competitors for distinction; and in reference to no kind of work should it be more carefully observed than the delicate business of forming a comparative estimate of attainments acquired at a diversity of Educational Institutions and under different systems of instruction. The University of Toronto was constituted, by the Act of 1853, the Examiner, Judge, and rewarder of Students who have completed, or are prosecuting their Educational Course at the several incorporated Colleges of Upper Canada. An impartial regard for all the interests involved should have secured either its perfect independence of all the Colleges, or an equal representation from each. But the University of Toronto, unlike the University of London as constituted by Her Majesty's Royal Charter; unlike Queen's University, Dublin, "which as a perfectly independent body, is ready to test the character and extent"* of the instruction at its affiliated Colleges in different parts of Ireland; unlike these great national Institutions, the University of Toronto has had, in its membership, a large number of gentlemen,—and has now nearly one-half of the whole number (47)—connected, either as Professors or Alumni, in the most intimate manner, with University College. This, together with well known local influences, has operated to the disadvantage of the outlying Colleges. It is true that the Heads of some other Colleges are Members of the University, but with their daily duties at a distance, and the expenses of travelling to pay, and the feeling that they form a helpless minority to dissuade them, rather than give an irregular and unsatisfactory attendance, they absent themselves from the meetings. As there has been no opportunity of testing a Provincial System of Examination, no opinion can be given as to how it would fare with the work done by the other Colleges, if subjected to an examination conducted wholly or partially by the Professors and Alumni of University College, except the very favourable opinion that it would be just; but it does not consist with human nature that the Authorities of the outlying Colleges should accept complacently, and as a matter of course, any arrangement by which the University of Toronto, constituted as at present, would determine the character of Institutions virtually competing with itself.

What has been the consequence of this state of things? The purpose of the Act in separating the University from the College at Toronto has been thwarted. The two bodies have had everything very much their own way. Few perceive any indication of a difference in their existence, constitution, or operations. "With some, through ignorance, and with others, it is to be feared something much more objectionable, it [the University] is often confounded with University College." The belief extensively prevails that the University dispenses all its favours and distinctions through the College. And the great Provincial Institution, which the Legislators of 1853 thought they were establishing, with special facilities for the diffusion of superior education among all Denominations of Christians, centralizes its work to the particular convenience and advantage of one College. Instead of throwing fresh and generous impulses into College life throughout Ontario, it bestows its encouragements to persevere in the pursuit of learning only on those who seek them in Toronto.

There is no subject on which the people of this Province have been more agitated than that of equality of political representation. This question being beyond them for the present, let them take kindly to the equalizing, or, if it seem better, the abolishing of Collegiate representation, so that high official duties, wisely separated by law, may be kept separate in practice. Shrewd, far-seeing men profess to descry mischief

* From an editorial in *The Globe* of November 6th, 1868.

in duality of Parliamentary status, whether it be that Toronto unfits for legislation at Ottawa, or Ottawa spoils for legislation at Toronto. May they not be requested to devote a little of their enthusiasm to the rectification of evils arising from duality of Educational functions?

III. A PLEA FOR LEGISLATIVE SUPPORT TO COLLEGIATE INSTITUTIONS IN ONTARIO.

Third Paper.

The University Act of 1853 Considered.

It must have been felt, by the framers of the University Act of 1853, that any encouragement made accessible to Students in the outlying Colleges would be of little use, unless the Colleges themselves were placed on a better footing than that of entire dependence upon a fitful, although well tried, private liberality. A fund for Academical Education, through Parliamentary appropriation, was therefore provided for.

Pecuniary Facilities provided for the Colleges.

According to the Report of the Commissioners appointed by Lord Monck to Inquire into the Expenditure of the Funds of the University of Toronto, published at Quebec in 1862, (page 11), Academical Education in Upper Canada had the benefit of an appropriation of upwards of 226,000 acres, exclusive of 150 acres, now a park, within the limits of the City of Toronto. By the sale of a part of these Lands, the sum of $1,358,903 had been produced. In December, 1861, the Bursar estimated the unsold lands at $167,049.

The Act of 1853, under the head of "Endowment and Property," (Section 49), requires that the purchase money of any property sold and the principal of any money invested shall be deemed permanent property and "shall not be expended, or diminished in any way," except (Section 57), for permanent additions and improvements on the Buildings assigned for the use of the University and University College. All moneys arising from interest and from all casual sources were (Section 49) to form an Income Fund, and this Fund (Section 51) was to bear all charges for the management of the property, and all current expenses of the University and College, including the "care, maintenance, and ordinary repairs" of the Buildings assigned for their use. A special retiring allowance of one year's Salary was to be made (Section 53) out of the Income Fund to the Professors of Law and Medicine, as compensation for loss of their Professorships.

These Expenditures, having been expressly legalized, the Act then disposes of the surplus expected to be at the credit of the Income Fund from year to year. The words of Section 54 are, "Any surplus of the said University Income Fund remaining at the end of any year after defraying the expenses payable out of the same, shall constitute a fund to be from time to time appropriated by Parliament for Academical Education in Upper Canada."

Had the express conditions of the Act, with respect to the Expenditure of the Income Fund, been observed in the interests of Academical, or Superior, Education, with a regard in every way secondary to the liberal maintenance to which the University and College became entitled, there would have been from the first a considerable surplus, and that surplus would have annually increased. In February, 1853, the Bursar, in a Letter to the Honourable Francis Hincks, gave an Estimate of the future Income at $80,000 per annum. That same year the whole charge, including $13,925, being the compensation to retiring Professors, and $12,148 of surplus income, was $67,076. The ordinary expenses were then $41,003, even allowing one, or two, special appropriations to pass. There can be no doubt that Mr. Hincks, with this particular information as to future Income communicated to him on the best authority, while the Act was passing through Parliament, had before him a most gratifying prospect,—a

large available surplus for annual Parliamentary appropriation to the benefit of that diffused Collegiate Education which, with patriotic solicitude, he was doing his best to secure. The abolition of all Professorships in Medicine and Law, and the restricting of University College to the single Faculty of Arts, greatly circumscribed the causes of actual expenditure, and, therefore, contributed to the insuring of this prospect. Since that time, facts show the accuracy of his calculations and the practicability of his plans. An official Estimate of current yearly expenditure for University College sets it down at $30,000. The whole Annual Expenditure having averaged $58,729, from 1854 to 1860, and $54,892 from 1861 to 1864, in December, 1865, an Order-in-Council assigned $45,000, with fees, etcetera, never large,—last year only $715,—as the available Income of the University Income Fund until June the 30th, 1871. This assignment includes an annual appropriation of $4,000 for the Bursar's Office, or management of the property. In 1861, the charge for this purpose was $8,190.

There are obvious reasons for expecting an increase in the ordinary expenses of such establishments as those contemplated by the Act of 1853. The Authorities of the outlying Colleges, at all times aware of this, feel it with special keenness when it is proposed by the Government to block up their access to the Public Treasury. And with respect to the University of Toronto and University College, the Country, giving due respect to the Law in their behalf, can afford to be generous as well as just. But $45,000 is in this Province a fair available revenue for those Institutions, and there would probably have been little disposition to complain had it stood at that all through. If sufficient now it was sufficient any time during the last fifteen years. But what are the facts? From 1859 to 1864, the average of Annual Income was $48,139, and of Annual Expenditure $58,813, and the excess of Expenditure over Income, or debt accumulated, in six years, $64,039,—since raised to $70,000, as appears from the Returns of date 14th February, 1868.

According to the Act, Buildings were to be assigned, and were assigned, for the use of the University and the College. They still exist. Their proportions attract the attention of strangers and one needs no prompting to inquire, What Buildings are these? He is informed that they were once occupied by the Toronto University and College, but that the Government has for a number of years appropriated them for the purposes of a Lunatic Asylum, rent free. Should the astonished stranger belong to Ontario and feel some interest in the diffusion of Academical Education, he very naturally concludes that they would be a splendid addition to the Public Buildings of any Town or City out of Toronto, and would answer the purposes of a College for half a century to come. The Act of 1853, Section 51, provides that the care, maintenance, and ordinary repairs of this property should be a charge on the University Income Fund; and Section 57, that such permanent additions and improvements as might be deemed necessary, should be charged to the Permanent Fund. But Orders-in-Council proved stronger than these very precise and specific enactments of Parliament, and being issued as fast as they were needed to Officials nowise adverse to act upon their authority, the results were as follows:—(1) The erection of a new pile of Buildings, exceeding in grandeur anything of this kind on this continent;* (2) A charge upon the Permanent Fund of quite $400,000, including cost of Library and Museum; and (3), valuing this charge at six per cent., a standing annual reduction of $24,000 upon the Income Fund, out of the surplus of which the incorporated Colleges were led to expect Parliamentary appropriations, to supplement private resources.

The Senate of the University, with its scholastic functions limited to the exercise of examining and rewarding powers, was also to have accommodation, and the expenses

* Concerning the new Buildings, the Commissioners—after indicating grounds for doubt that the expenditure on account of them is in accordance with Legislative enactment, and after recording their conviction that it is upon a scale disproportionate to their uses and requirements, "as well as inexpedient, when the necessity for public aid to sustain the higher educational interests of the country is considered,"—proceeded to say—"Comfort and utility have, it is feared, been more studied than appearance and decoration; and even now, when the number of Students is far smaller than in this growing country may reasonably be expected to assemble within its walls, complaints are made that the accommodation afforded the University College is greatly limited."

to be incurred by this Body in providing facilities for the encouragement of Students at various Institutions throughout the Province, by dispensing Degrees, Scholarships, Prizes, and Certificates of Honour, to such as might be found entitled to them, were to be charged to the University Income Fund. This Board does homage to convenience rather than grandeur, by holding its business Meetings, not in the Buildings, which, "through ignorance, or something more objectionable," are commonly called The University, but in one of the Rooms of Upper Canada College. Its arrangements are such, that Students at affiliated Institutions do not enjoy any facilities for obtaining its scholastic honours and rewards, and, in 1861, the expenses incurred by it in the discharge of its functions were reported to be about $15,000 per annum.

Further particulars may be found in the Commissioner's Report; but it is deemed unnecessary to produce them here. With such drains upon the Permanent Fund, and such a faculty for expending more than is available from the Income Fund, or getting into debt, of course for many years,—since 1859,—a surplus for appropriation by Parliament has been nowhere, and at length, (in 1865), the Government saw the necessity of putting the Institutions upon an allowance. Habits long indulged are not easily broken off, and as Orders-in-Council appear to have too often exceeded the authority of Parliament, the University and College at Toronto have in turn exceeded the instructions of Government,—the Expenditure for the year ending 30th June, 1867, having been greater than the allowance by $1,512. But from 1853 to 1856, there was a surplus amounting to $27,691. Whatever became of it, Parliament has not had the opportunity of exercising its prerogative by appropriating it for Academic Education in Upper Canada.

The motive under which publicity is at this time given to these details is very liable to be misunderstood, and very likely to be misrepresented. The only defence available at present is the positive affirmation of a belief that the account which has been given of the purposes of the University Act of 1853, and the manner in which they have been thwarted, as also of the provisions of the Act and the manner in which they have been disregarded, or transgressed, sets forth a special reason for the continuance of Legislative assistance to the incorporated Colleges of Ontario.

Case for the Outlying Colleges.

It has been shown that attempts at legislation, prior to 1853, were based upon an equality of rights, possessed under the Constitution by the members of the various Christian Denominations of which the people of the Province consist, and that they proceeded upon the acknowledged desirableness of extending to all of them the benefits of a Collegiate Education. It has been shown by the Act of 1853, pronouncing these attempts a failure, (because, while they contemplated a single Institution with University powers, situated at Toronto, a variety of causes, then held to be sufficient, induced the attendance of many Persons at other Collegiate Institutions), proposed to remedy this state of things by affording such facilities to these Persons as would encourage them and others to persevere in the pursuit of sound learning. It has been shown that an ample provision of means, adapted to the attainment of these just and laudable ends, was made by the last mentioned Act, namely:—i, By the founding of a University, intended to be thoroughly national in its constitution, character, and operations; ii, By assigning to this University functions of such a nature as to separate it from the College at Toronto, of which it had been formerly a part, as also from all Colleges thenceforth to be entitled to Legislative consideration merely as teaching Corporations, and thus placing it in a position in which, "as a perfectly independent body," like the Universities of London and Dublin, it might command the confidence, support, and co-operation of all the incorporated Colleges which were by the Act affiliated to it, or which might be afterwards brought into affiliation as the Act provides; and, iii, By defining the lawfulness of expenditure from the superior Education Endowment in

Upper Canada, for University and College purposes at Toronto, in terms so specific as to justify the Legislature, the manager of the property, the Authorities of the affiliated Colleges, and all persons acquainted with the Act and the subject of it, in expecting the speedy realization of a surplus in every way sufficient to afford a reasonable amount for annual Parliamentary appropriation. It has been shown that these means have failed,—not from any unfitness in themselves, not from any obscurity in the intentions, or provisions, of the legislation respecting them, not from any fault of the incorporated and affiliated Colleges,—but from an administration, so very peculiar, that no facilities have been afforded for the encouragement of Students who do not choose to gain or enjoy them at Toronto, and no surplus of Income has been available for distribution,—even that which accrued from 1853 to 1856 having been withheld

Further, it is alleged that the Colleges, on the passing of the Act of 1853, held it to be acceptable, trusting to a faithful enforcement of particular requirements and a just interpretation of it taken as a whole, especially as it made provision for the submission of Annual Reports to Parliament. It is alleged that the Colleges, so far from being averse to affiliation, are in favour of it,—opinion to that effect having been repeatedly made public, as well as placed on record, and preparations having been made to qualify for the full enjoyment of its anticipated benefits. It is alleged that at various times the Authorities of these Colleges have endeavoured to assert their rights, but that instead of any allowance being made for their feeling of disappointment and sense of injury, they have been stigmatized as sectarians and spoliators. It is alleged, that, inasmuch as the Act of 1853 provided for the affiliation of certain Colleges, without respect to their Denominationalism, but solely on account of their fitness to aid in the promotion of Literature, Science, and Art, it is unjust now to allow the cry which has been raised because of their Denominational connections to have any influence against their claims to Legislative assistance. It is alleged that State aid to Collegiate Institutions for literary and scientific purposes does not mean the handing over of that aid to the Denominations with which they are connected to use it as they like, but that it implies a Government inspection of all Institutions receiving assistance from public sources; nor that an indefinite number of such Institutions may be subsidized, but that the Government, as the Act of 1853 plainly indicates, should reserve the right of determining the conditions and circumstances according to which a College, whether Denominational in its connection or not, should be allowed to affiliate to the Provincial University.

The case submitted is not that of a number of Institutions in Ontario against the University and College of Toronto; but simply that of the former, with a place and provision assigned by Law to them as well as the latter, suffering for fifteen years the deprivation of every scholastic facility and pecuniary advantage to which they are entitled, and now threatened by the Government of the Province with a discontinuance of that Annual Aid, which they have been accustomed to accept as being in some measure a compensation. So far from being satisfied with the present system of Annual Grants, they decidedly prefer an equitable settlement and permanent recognition of their claims. Collegiate Education has been to a large extent in their hands,—What so defective in the work done by them, or so objectionable in their manner of doing it, as to provoke a refusal of assistance in one way without the offer of it in another? Possessing a conscience, and desiring to keep it void of offence towards both God and man; What so criminal in their attachment to Religious Institutions, as to disqualify them for the dissemination of literary and scientific knowledge? With every other public interest receiving a careful attention from the Legislature; What so trivial in a diffused Collegiate Education, that the consideration and justice to which it is entitled should be denied, or delayed? This fair and prosperous Province has, it is believed, entered upon a hey-dey of political Confederation; What more seasonable, or welcome, token of a true-hearted devotion to its highest well-being can it receive from the hands of its Legislature, than an impartially constituted, liberally assisted educa-

tional affiliation,—such an affiliation as will encourage a willing co-operation of its Members, that is, the various Colleges in the Province,—towards one great end, to wit, "the progress of civilization, patriotism, and morality."

ANNUAL REPORT OF THE BOARD OF QUEEN'S COLLEGE TO THE SYNOD.

The Trustees of Queen's University and College submit to the Synod copies of the Calendar for next Session, and the Treasurer's Annual Statement, exhibiting the financial condition of the Institution on the 10th of April last.

The result of attempts made to induce the Legislature of Ontario to continue an Annual Grant is matter of common notoriety. Without loss of time the Trustees met to consider the grave emergency occasioned by the adverse decision of the House of Assembly, and, agreeably to a request made in accordance with a Resolution of the latter Board, your Moderator summoned the Synod to meet *pro re nata*, on the earliest possible day,—the 6th of January,—to take such actions with reference to the position of the College as might be deemed advisable. At the Meeting then held, after the subject had been fully discussed, a series of Resolutions affirming the importance and duty of efficiently maintaining the College was unanimously passed, and in one of them, those present "pledged their utmost aid and influence to accomplish the Endowment of the Institution to the extent of at least $100,000."

It will be, the Trustees feel assured, in the highest degree gratifying to the Synod to learn that the appeal to the friends of the College by which the passing of this Resolution was promptly followed up, so far as it has been made, and wherever it has been made, has been responded to with a willingness and liberality which even the most sanguine were not prepared to anticipate. In the places visited by the Principal and Professor Mackerras, namely, the Cities of Ottawa, Toronto, and Montreal, the Towns of Guelph, Galt, and Brockville, and the rural districts of Scarborough, Vaughan, and Smith's Falls, the value of the subscriptions obtained is reckoned at $41,000. It is expected that Kingston will contribute $25,000. Including one promise of $400 a year, the subscription lists opened there show an amount which is over $24,000. Several Congregations in the Presbyteries of Ottawa and Toronto have been visited by local Deputations. The subscriptions obtained from these, together with a few others that have been heard of, will bring the total amount up to $70,000, of which $24,990.82 has been paid.

This might have been accounted a large sum in a season of universal business activity, but when the great commercial depression which has been prevailing during the Winter is duly considered, it must be described as being very extraordinary. The Trustees accept it as a convincing proof of the great importance which is attached to the maintenance of Queen's College, of the widespread sympathy which has been awakened by the trials to which it has been subjected, and of the hearty goodwill with which its continuance and prosperity are regarded. The Synod will no doubt join with the Trustees in that deeply grateful experience, which such an appreciation of the value of the College, and such a disposition to devise liberal things at the present time, in its behalf, do not fail to produce in their minds; and will have a special satisfaction in knowing that not a few contributions, some of which are among the largest that have been received, are from friends belonging to other Churches.

The Principal and Professor Mackerras have resolved to spend the Summer months in the further prosecution of this undertaking. If they shall be enabled to carry out their intentions, and if the reception they shall meet with be of the same kind as that with which they have hitherto been favoured, there is little doubt that by the close of the Vacation they shall be in a position to report that the minimum sum named by the Synod has been subscribed. The possession of this sum and its investment, so that it shall bear annual interest at six per cent., will place the College financially in the state in which it was prior to the failure of the Commercial Bank and the discontinuance

of the Legislative Grant. All that time the Income was barely sufficient to meet the ordinary expenditure, and there was nothing whatever available for the effecting of improvements, however useful, or urgent, they might seem to be. There is good reason to hope that long before all who are interested in the Endowment scheme shall have had an opportunity of contributing to it, the Fund will be considerably in excess of $100,000. If it can be brought up to half as much more, and the Trustees do not despair of this, not only will the finances of the Institution be in an easy condition, but there will also be available a surplus Revenue for the introduction of such additional appliances as will materially tend to an increase of efficiency.

The Gentlemen who have been engaged in the advocacy of the Endowment scheme assure us that the interest manifested in connection with it is not confined to the mere giving of money, but that it extends to the educational advantages which the Institution is the means of diffusing. They have embraced every opportunity of giving information on this subject, of explaining the value of superior education, and pointing out the importance of the influence it may exercise upon the future of this Country, and especially of urging the claims of the Ministry upon Christian Parents and their Sons; and they report that to their representations a very favourable reception has been everywhere accorded,—so favourable that, in not a few instances, the work of preparation for entering College has been already begun. It will, it is hoped, be one good effect of the system which has been adopted of connecting privileges in respect of the nomination of Students to a course of free education, with certain classes of subscriptions, that the possession of these privileges will at all times be an inducement to exercise them. If the intentions avowed by Subscribers be acted upon to only a partial extent, there ought to be before long a considerable increase in the attendance of Students.

It will take some time to realize the amount subscribed, and for at least two years an adequate permanent Revenue cannot be secured. The sustentation of the Institution in the meantime is, therefore, a matter of anxious concern to the Trustees. This point has formed the subject of Correspondence with the Colonial Committee of the Church of Scotland. The Convener has, in emphatic terms, assured the Board that a warm interest is taken by the Members of the Committee and of the Church of Scotland generally in the success of our scheme, and an appeal has been published in the *Home and Foreign Record*, in the hope that assistance will be obtained, in the form of voluntary subscriptions, towards the provision of a sufficient temporary support.

The General Committee appointed by the Synod to devise and carry out methods for securing the success of the Endowment scheme was also instructed "to confer with the Board in regard to the best mode of increasing the efficiency of the Institution." The Trustees are most anxious that every possible improvement may be introduced into the College without delay, and they will gladly avail themselves of any assistance which the Synod's Committee may give them to that end.

To all friends who have in any way aided in promoting the Endowment of the College, and to those who, during the past year, have made donations to the Museum, the Library, and the Scholarship and Prize funds, the Trustees offer their grateful acknowledgments.

The following is the attendance registered for the past Session at Queen's College and the Institutions in affiliation:—In Arts, 25; in Theology, 9; in Medicine, (Royal College of Physicians and Surgeons), 54, of whom 18 obtained the Degree of Doctor; in the Grammar School, 69; total, 88. Of the Students at Queen's College, sixteen have avowed their intention of going forward to the Ministry. Four Theological Students having completed the prescribed course, will appear before the Synod with the view of being taken on trials for license.

KINGSTON, 29th May, 1869. JOHN HAMILTON, Chairman.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY COLLEGE,

PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE, 1868-9.

(NOTE. The latter part of the Proceedings of the Council of Trinity College in 1868 was omitted in the education records in this Volume of that year by mistake. They are, therefore, inserted here)

July 7th, 1868. Resolved, That the Trinity College School be removed from Weston to some other suitable place in this Diocese, and that the Committee already appointed by Trinity College, with the addition of Mr. C. J. Campbell, and the Head Master, have full powers to complete any arrangements they may consider advisable for the opening of the School in such place.

The Bursar laid on the Table the Audit of his Accounts, also Statement of Receipts and Expenditure from the 1st of January to the 1st of July, 1868.

November 10th, 1868. Resolved, That the Letters of the Bishop of Ontario of the 14th of May, and of the 11th and 14th of August, relating to the removal of the Trinity College School to Port Hope, be referred to the Chancellor, with a request that he will take into consideration the power of veto claimed by the Bishop, under the Act of Incorporation, and also communicate, (if he has opportunity of doing so,) with the Bishop, with a view, if possible, of the removal of any difficulty existing in the matter.

The Bursar was directed to prepare a Memorial to the Legislature of Ontario, asking for a Grant to Trinity College, and to have the same presented under the sanction of the Chancellor.

December 8th, 1868. A Report was presented by the Land and Finance Committee. It was,—

Resolved, That the Report be adopted.

Resolved, That a special Committee, consisting of the Archdeacon of Niagara, the Reverend Professor Jones and Mr. C. J. Campbell, be appointed to report fully as to the exact financial position of the Corporation; the Report of the Committee to contain a Statement of the Financial Assets belonging to the Corporation, whether consisting of Securities, Lands, or Cash in the Bank; and also a Statement of the Annual Income derived from each of its investments, and, in juxtaposition therewith, a Statement of the estimated Annual Expenditure of the Corporation, distinguishing the items thereof.

That the above Committee also submit a Statement of all Investments made by the Corporation during the last eight years, with the opinion expressed thereon as to whether they regard them as satisfactory, or unsatisfactory.

Resolved, That the Committee appointed in June last to consider the question of affiliation of Trinity with the University of Toronto be reconstructed, and that it consist of the following members, videlicet:—The Archdeacons of Ontario and Toronto; the Chancellor of the Diocese of Ontario, Mr. James Cartwright, Professors Ambery, Jones, and Bovell, the Honourable G. W. Allan and Mr. S. B. Harman. That five Members be a quorum, and that Mr. Harman be Convener.

January 12th, 1869. A quorum not being in attendance, the Council adjourned.

February 9th, 1869. With respect to the "Dickson Scholarships" the Provost stated that he had called Mr. J. H. Cameron's attention to the matter, and that he had received a Letter from Mr. Dickson on the subject. It was then,—

Resolved, That, whereas the principal of the foundation of the "Dickson Scholarship" Fund is now definitely ascertained to be reduced, as to the sum of £400, secured by a Mortgage of the late Judge Burns, which has become unproductive; and it is desirable that the validity of the residue of the principal of the said foundation be placed beyond doubt. Be it,—

Resolved, That steps be at once taken to call in the Mortgage of Mr. Alan Cameron and Colonel Muter, and that the progress and result of such steps be reported to the Corporation, from time to time, by the Finance Committee.

Resolved, That Chapter V, Section 6, of the Statutes be amended by the substitution of the words "or fine," after the word "imposition,"—and after the words "grounds," "and the amount of the fine shall be fixed by the Provost, or Professors."

March 9th, 1869. The Archdeacon of Niagara brought up the Report of the Committee on the Financial Affairs of the College. In that Report the gross income for 1869 was estimated at £3,468.15.6.

Upon reading which it was,—

Resolved, That the Report on the Financial Position of the Corporation be adopted.

Resolved, That a Committee on retrenchment, consisting of the Archdeacon of Toronto, Mr. S. B. Harman, Mr. James Henderson, and Mr. C. J. Campbell, be appointed, in whose hands the Report now adopted shall be placed, and who shall be requested to report on the subject to the Corporation at its meeting in April.

April 13th, 1869. No quorum being present the Council adjourned.

April 15th, 1869. Resolved, That the Bursar be instructed to communicate to Mr. J. M. Strachan, Vice Chancellor Spragge, and Mr. Christopher Robinson the fact that their seats have become vacant, by non-attendance for a year, and to intimate to them that the Corporation are unwilling to elect Members in their room until they have been informed that it is the wish of these gentlemen to withdraw from the Corporation.

Resolved, That a Committee, consisting of the Provost, Professors Ambery and Jones, and Mr. C. J. Campbell, be appointed to take into consideration the providing of increased accommodation for the Trinity College School, and Report to the Corporation on the matter. The Provost to be Convener.

June 8th, 1869. Resolved, That authority be given to the Professors, as Examiners, to withhold any one, or more, Scholarships, if, in their opinion, the Candidates are not deserving; and that instructions be given to the effect that the Jubilee Scholarship shall be awarded only to Students, who have obtained at least Second Class in Classical, or Mathematical, Honours.

Mr. S. B. Harman, from the Committee on Retrenchment, stated that, although the Committee had given the matter much consideration, they were not yet ready to report.

July 13th, 1869. The Bursar laid on the Table the half-yearly Statement of Receipts and Expenditures of the College, up to the 30th of June last.

Resolved, That C. B. Hall, of the City of Toronto, M.D., be appointed to represent Trinity College on "The Council of the College of Physicians and Surgeons of Ontario."

Mr. S. B. Harman, from the Committee on Retrenchment, stated that the Committee were carefully looking into the affairs of the College, but were not yet ready to report.

October 12th, 1869. With respect to the application of Sir J. L. Robinson, read to the Corporation, for the Release of one of the Lots in the Plan of Lots on the Garrison Reserve, the Bursar was instructed to inform Sir J. L. Robinson that the Corporation could not accede to his proposal.

The Land and Finance Committee made a Report to the Council. The Committee recommend that the Canada 5% Sterling Bonds, in the hands of the London Joint Stock Bank, (in London), amounting to £4,500 sterling, had better be held here for the convenience of collecting the interest. The Report was adopted.

November 9th, 1869. Resolved, That this Corporation, on account of the withdrawal of the Reverend A. J. Broughall from the office of Classical Lecturer in Trinity College, desire to record their sense of his valuable services, rendered during the long period of thirteen years; and to express their hearty wishes for his future usefulness

and happiness; and that the Bursar be instructed to transmit to Mr. Broughall a copy of this Resolution.

November 10th, 1869. The Corporation proceeded to the election of six Members to fill the vacant seats, when the Scrutineers reported that the following were elected, videlicet:—The Reverend Doctor McMurray, The Honourable G. W. Allan, Mr. Christopher Robinson, Mr. S. J. VanKoughnet, Mr. F. W. Cumberland, Mr. William Ince.

Resolved, That a Committee of six Members be now appointed to consider the subject of the affiliation of Trinity College with the University of Toronto; and also the measures by which the condition of Trinity College may be improved; and that three shall form a quorum. The following were named by the Bishop to form the Committee, videlicet:—The Archdeacon of Toronto, The Provost, Mr. Harman, Professor Bovell, Mr. Geddes, Mr. S. J. VanKoughnet, and that the Archdeacon of Toronto be Convener.

December 7th, 1869. No business of public interest was transacted by the Council.

IV. THE (FREE) PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE, 1869.

PROCEEDINGS OF THE SYNOD OF THE (FREE) PRESBYTERIAN CHURCH OF CANADA.

June 14th, 1869. The Synod called for the Report of the Board of Management of Knox College. The Reverend David Inglis, Chairman of the Board, gave in and read the Report, setting forth, in substance, that the number of Students in attendance on the Theological Classes was 29, of whom 5 were in the Senior, 9 in the Second year, and 15 in the Junior Class. That 40 Students had been enrolled in the Preparatory Department, showing an increase, in this department, over the previous year of 35; that the Classes formerly under the direction of the Reverend Doctor Robert Burns, had been conducted by Principal Willis; that the Reverend J. J. A. Proudfoot had taught the Classes in Homiletics during the first part of the Session; that the Reverend Robert Ure had, on account of ill health, been obliged to discontinue his services in the department of Apologetics, shortly after his entrance on the work, after the Christmas holidays, and that Principal Willis, Professor Caven and the Reverend G. P. Young had, together, taken charge of this department; that Professor Young, having accepted the appointment at the last Synod, had conducted Classes in Philosophy and in elementary Greek and Latin, with his usual efficiency; that the Boarding House had been conducted by Mr. Willing as usual, and that the Board had granted him a subsidy, to enable him to board the Students at a certain rate; that several additions had been made to the Bursaries and Scholarships; that the ordinary Fund amounted to $5,663.85, and the Expenditure to $6,227.77, showing a balance over Income of $563.92, and that there are $1,444.83 due to Professors, making the total indebtedness of this Fund $2,008.75; that 33 Congregations had contributed $1,274.46 to the special fund for Mr. Young's Salary; that the Board had considered the matter of Endowment of the College, and had come to no definite conclusion, but commended the whole subject to the consideration of the Synod,—and closing with the expression of the high sense which the Board entertained of the services of the Reverend Messieurs Proudfoot and Ure in the Departments to which they had been appointed.

The Report of the College Senate was read by Principal Willis, giving extended details of the work of the Classes under his direction, and of the examination of the Classes at the close of the Session. Reports of Class-work and Examinations were read at length by Professor Caven and Professor Young; and Principal Willis read a Report of the Classes taught by Messieurs Proudfoot and Ure.

The Report of the Board of Examiners was read by the Reverend William Gregg, the Chairman of the Board.

There was read, further, in connection with these Reports, an Overture from the Presbytery of Ontario, on the Endowment of Knox College; and also, an Overture on the same subject from the Presbytery of Toronto.

On Motion made, and duly seconded, it was agreed,—That the Reports of the Board of Management of Knox College, and of the Senate, and Board of Examiners, as also the Overture on the Endowment of the College, be received, and that the Report of the Board and the Overture be referred to a Committee to consider the same, and frame a Deliverance for the adoption of the Synod.

There was a Letter read from the Reverend Doctor Robert Burns, intimating his intention of returning from Europe, and his hope of being able to do more work in the College than it had latterly been in his power to perform.

The Moderator here named the Committee, as agreed upon in the morning, on the Report of the Board of Management of Knox College, and the Overtures from the Presbyteries of Ontario and Toronto, in regard to the Endowment of the College.

The Synod resumed consideration of the Overtures from the Presbyteries of London and Huron in regard to the Boards of Examiners.

It was moved by the Reverend J. M. King, seconded by the Reverend William Gregg, That the Synod, still believing that the Examination of Students in the Literary and Theological Departments can be most efficiently conducted by a Board chosen by this Synod, and not finding that any evils have resulted from the action of such a Board, as has been in existence for four years, dismiss the Overtures and continue the Boards in operation.

It was moved in amendment by Professor McVicar, seconded by Mr. George Cuthbertson, That the examination of Persons desiring to enter upon the study of Theology, with a view to the office of the Ministry, be intrusted to the Presbyteries of the Church; that Presbyteries be directed to conduct such examination with the utmost care; and that a Committee be appointed to prepare Regulations to be observed by Presbyteries in this matter; that the standing of Students shall be determined at the close of each Session of the Colleges, and that five Members of Synod be associated with the Senate of Knox College, Toronto.

June 16th, 1869. The Synod called for the Report of the Committee appointed to draft a Deliverance for the adoption of Synod, on the Report of the Board of Management of Knox College. The Report was handed in and read by the Reverend Doctor Alexander Topp.

As agreed upon in the Morning, the Synod proceeded to the consideration of the Draft Deliverance on the Report of the Board of Management of Knox College; and it was agreed to take up and consider the recommendation of said Draft, seriatim.

The first recommendation was read and agreed to. The second recommendation was read and agreed to. The third recommendation was read.

It was moved by the Reverend Robert Ure, seconded by the Reverend John McTavish, That in view of the state of the finances of the College, the Lectureships be, for the present, discontinued.

It was moved in amendment by the Reverend J. M. King, seconded by the Reverend Doctor R. H. Thornton, That the third recommendation be adopted. A vote being taken the amendment of Mr. King was carried over the motion of Mr. Ure and the Synod decided That the third recommendation of the Committee be adopted.

The fourth recommendation was read and adopted. The fifth recommendation was read and adopted.

The Deliverance, as adopted by the Synod, is as follows:—

1. *The College Debt.*—That, when the Annual Collection for the College shall be taken, Ministers be enjoined specially to urge upon their Congregations increased liberality, in order that the floating debt may be cleared off; and, further, that the College Board, in order to bring the matter before the Presbyteries of the Church, be instructed to take such means as may be best adapted to attain this end.

2. *The Endowment.* That, in accordance with the statements of the College Board regarding the generally depressed condition of business, it would be inexpedient to make a general effort to endow the College at present, but that the Synod remit the question of the Endowment to the College Board, to take up and consider the matter at their Meeting in October, mature a plan, and report the same for the consideration of the next Synod, or to take immediate action should the state of the Country warrant such a step; and in the event of any action being taken before the next Synod, that the sum to be aimed at should be not less than $120,000.

3. *Lectureships*—That both Lectureships be continued; but that, meanwhile the Lecturers take up their subjects on alternate years, and that Students of the first and second years attend the Lectures on Apologetics, and the Students of the second and third years the Lectures on Homiletics, so as to secure that all the Students shall receive the benefit of both Lectures during their full Course.

4. *Scholarships—University Students.*—That, believing that Scholarships awarded to young men attending the University, with a view to the Holy Ministry, have largely contributed to encourage young men to prosecute their studies, with that end in view, the Board of Examiners be authorized to take such steps as they may think best to secure the necessary funds, and that the scheme be commended to the favourable consideration of the Church.

There was handed in and read, a Report from the Committee appointed at a former Sederunt to prepare a Remit, to be sent down to Presbyteries, on the Constitution and functions of Boards of Examiners, for the examination of Students of Theology.

The Report was received, and it was agreed, to consider the several Sections thereof, seriatim.

The several Sections being read and agreed to, the Report was agreed to as a whole.

On motion of the Reverend William McLaren, seconded by the Reverend James Pringle, it was agreed:—That the Synod having considered the Report of the Committee, send it down to Presbyteries, and instruct them to report to next Synod.

The Remit is in terms, the following:—

I. The Examination of Students shall be conducted by Presbyteries, and by Boards of Examiners, which shall be appointed annually by the Synod.

II. It shall be the duty of Presbyteries to ascertain, by examination, the fitness of persons presenting themselves as Students, which a view to the Ministry, and to certify them to the Boards of Examiners for examination, and the Boards shall assign such Candidates their position in the Curriculum.

III. There shall be two Boards of Examiners, one to meet at Toronto, and the other at Montreal, and each Board shall consist, respectively of seven Members with the addition of the Professors of the Colleges; and the Professors of Knox College, Toronto, shall be, *ex offico*, Members of the Board which meets in Toronto; and the Professors of the Presbyterian College, Montreal, shall be *ex officio*, Members of the Board meeting in Montreal.

IV. The Standing of Students, who have not matriculated at the University of Toronto, or at McGill College, Montreal, shall be determined by examination before the Board, at the close of each Session.

V. Students shall be required to pass an examination before either of these Boards on entering the Theological Curriculum; and the Boards may accept the degree of B.A., from either of the above named Universities, in the place of such examinations, and with this exception, the examination of Theological Students by the Boards shall be at the close of the Session.

VI. In case of Students in the Preparatory Course producing Certificates from the above-named Universities of having passed examinations which the Boards may deem equivalent to their own, the Boards may dispense with further examination in these subjects.

VII. Theological Students shall be required to appear before the Presbyteries within which they reside between College Sessions and deliver, at least, one Written Exercise.

On motion of the Reverend Doctor John Jennings, duly seconded, the Synod appointed the Reverend J. J. A. Proudfoot, of London, and the Reverend Robert Ure, of Goderich, to the Lectureships of Knox College, in accordance with the Third Clause of the Deliverance foregoing, and ordered that the Lectures of the next ensuing Session of the College be delivered by Mr. Proudfoot.

Report of the Board of Management of Knox College.

The Board of Management of Knox College report to the Synod, that the number of Students in attendance on the Classes in the Theological Department for the past Session was 29, of whom five were in the Senior, nine were in the Second, and fifteen in the Junior Class, being an increase of nine over the number reported last year. In the Preparatory Department forty Students were enrolled, exclusive of those taking a full Ministerial Course. A number of the Students in the Theological Department availed themselves of Professor Young's Classes. The number enrolled shows an increase in the Preparatory Department of thirty-five, as compared with last year.

Before the opening of last Session, a Letter was received, from the Reverend Doctor Robert Burns, intimating that it was his purpose to spend the Winter in Scotland, and making certain suggestions in reference to the Church History Class. These suggestions were referred to the Professors and Lecturers, and the Class has been taught during the Session by Principal Wilis. The Reverend J. J. A. Proudfoot, of London by appointment at last Synod, taught the Class of Homiletics during the first half of the Session. The Reverend Robert Ure of Goderich also entered upon his duties as Lecturer of Apologetics, immediately after the Christmas holidays; but the Board deeply regret that, after teaching the Class for a few weeks, he was obliged, on account of ill-health, to resign and return to his home. Principal Willis, Professor Caven, and Professor Young, successively took charge of the Class during the latter part of the Session. The Board desire to express their high sense of the zeal and alacrity with which the Principal and these Professors discharged the additional duties thus unexpectedly thrown upon them.

The Reverend George Paxton Young, M.A., having accepted the appointment at the last Synod, entered upon his duties, and taught Classes in Mental Philosophy, Elementary Greek and Latin. These Classes were largely attended, and, from the eminent success of Professor Young's past Lectures, the Board anticipate that great good to the College will result from Mr. Young's labours during the ensuing Session.

The Boarding House has been conducted by Mr. Willing, as formerly. The Board, in compliance with a request from the Students to take some steps in regard to the price of Board, agreed to grant to Mr. Willing the sum of $150, on condition that the Students receive board at the rate of $3 per week.

Several additions have been made to the College Bursaries during the year, and the thanks of the Board have been tendered to Mr. J. Loghrin, Eramosa, for a Bursary of $50 to be continued yearly for a series of years, for a Student in Theology; to the Reverend James Harris for a Scholarship of the same amount, to be afterwards permanently established; to a friend, who, through Professor Caven, presented a valuable Prize for excellence in Hebrew; and also to Doctor Burns for his efforts in Scotland on behalf of the College.

In reference to the Funds, the Board beg to report that the amount received from Congregations and donations for the ordinary Fund has been $5,663.85; of this, $306 were received in the form of donations. The expenditure has been $6,228.27, showing a balance of Expenditure over Income of $564.42. There is also a sum of $1,444.83 due to Professors, making the total indebtedness of this fund $2,009.25. The debt last year was $1,561.17, so that there is again an increase of indebtedness, as compared with last year, of $448.08. Last year the increase of the debt was $431.71, and the Board express their very deep regret that it is this year increased by a still larger amount. The attention of the Synod is especially directed to this subject.

There has also been contributed to the Special Fund for Professor Young's salary $1,274.40, from thirty-three Congregations.

The Board appointed a special Committee to take into consideration the propriety of taking immediate steps for the Endowment of the College. The Committee, however,

found that in several large Congregations nothing could be done in this direction, while others expressed their readiness to contribute, but stated that, owing to the unsettled condition of the business of the Country, the contributions were likely to prove comparatively small. In view of these facts, the Board did not feel warranted to mature a scheme for this purpose; but they have also to state that in many districts of the Church there is an evident desire that an immediate effort should be made, and they respectfully ask the Synod's serious consideration of the whole subject.

The Board desire to express their high sense of the value of the services of the Reverend J. J. A. Proudfoot and the Reverend Robrt Ure, who have for the two last Sessions, with great efficiency, taught the Classes in Homiletics and Apologetics; but, in view of the state of the finances, the Board reluctantly recommend that the Lectureships be for the present discontinued.

The Western Section of the Board of Examiners beg to report that they examined and sustained the examination of the Students of Knox College.

The Synod is aware that, for several years, the Committee have awarded after examination a number of Scholarships to matriculated Students, with the view of encouraging Candidates for the Ministry to take a full course.

Eleven Students competed for these Scholarships in the beginning of October last, of whom eight were successful.

The Scholarships awarded ranged from $60 to $50 in value. In addition, the Committee intimated to those Students who had been unsuccessful, that, if any of them needed assistance to enable them to prosecute their studies at the University, they were prepared to give it, to the extent at least of half the amount of the Scholarship. One Student availed himself of this assistance.

The Synod is aware that all Students holding these Scholarships are required to sign a declaration that they intend to enter the Ministry of the Canada Presbyterian Church. It is a pleasing duty to the Committee to report, that one Student who obtained a Scholarship in two successive years, and who has now given up his purpose of entering the Ministry, without solicitation honourably returned the money, $100, which had been awarded to him.

The Committee have also much satisfaction in reporting that one Student, Mr. James Gillies, who competed for a Scholarship in October last, and whom it pleased God to remove by death towards the beginning of the year, among other bequests, left $1,000 to found a Scholarship. It is hoped that the interest of that money will be appropriated to this Department of the Scholarship Fund, so long as the Synod thinks it wise thus to encourage Candidates for the Ministry in taking a full University Course.

It is now four years since the Synod resolved to institute the Scholarships. It is a pleasing duty to the Committee to have to report that they seem to be answering the end contemplated. The number of Students taking a full University Course at Toronto, with the view of entering the Ministry in the Canada Presbyterian Church, is certainly double, probably three-fold, what it was when these Scholarships were instituted. Knox College is now beginning to feel the influence of the larger attendance at the University. Of the Students entering on the study of Theology last October, there were not fewer than eight Graduates, or those on their way to become such.

Hitherto, the scheme has been supported by a few Congregations, chiefly, though not exclusively, in Toronto and Hamilton. Steps should be taken to enlist a larger number in its support, all the more, as this year, for the first time, there has been a balance against the Fund. Ten Scholarships are advertised for competition in October next. It is hoped that the Committee to be appointed by the Synod will take early action in the way of raising the necessary Funds to meet the same.

HAMILTON, 15th June, 1869. WILLIAM GREGG, Chairman of Board of Examiners.

ACCOUNTS OF THE CHURCH FROM 1ST MAY, 1868, TO 30TH APRIL, 1869, AS AUDITED FOR PRESENTATION TO THE SYNOD.

Receipts of Knox College, 1868-1869.

Amount received from Congregations, etcetera ...	$5,663 85	
Balance due at close of year	564 42	
		$6,228 27

Expenditure.

Amount due at beginning of year	$ 629 52	
Paid on account of salaries	4,386 82	
Paid to Mr. Willing	400 00	
Paid accounts for repairs, etcetera	127 97	
Paid for Library	171 59	
Paid Printing, Advertising and Stationery	102 40	
Paid Insurance	108 96	
Paid Interest on Mortgage	171 74	
Paid Interest for advances for ordinary expenditure	84 49	
Paid City improvement Rate	30 13	
Paid Sundry accounts	14 65	
		$6,228 27

Amount at Debtor, as above	$ 564 42
Due Professors at date	1,444 83
Total amount now due on ordinary Fund	$2,009 42

BURSARY AND SCHOLARSHIP FUND.

Receipts.

	$ cts.	
Balance at the beginning of the year	13 19	
Received as per Statement	1,023 00	
Balance at Debtor	108 81	
		$1,145 00

Expenditure.

	$ cts.	
Bursaries and Scholarships paid	1,090 00	
Paid for Elocution Class and Literary Society	55 00	
		$1,145 00

COLLEGE BUILDING FUND.

	$ cts.
Amount at Debtor as last year	537 64
Amount on Mortgage	1,625 98
	$2,163 62

CHAPTER XIII.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, 1869.

February 15th, 1869. Several Communications were laid before the Council.

The following Report of the Committee on Text Books were read and adopted.

In reply to enquiries relative to a revised list of Books for use in the Common Schools, the Committee deem it proper to state that in view of anticipated legislation on the subject, they feel it to be their duty to refrain for the present from any alterations further than that the Books on English subjects, authorized for Grammar Schools, may also be used in the Common Schools.

They recommend that a notice to this effect be inserted in the *Journal of Education*.

The Committee on Text Books also recommend the authorization of Collier's Outlines of General History for use in Grammar Schools, and that Collier's Great Events of History shall be recommended, but not prescribed.

Ordered, That a Communication be addressed to the Government on the subject of the duty on Publishers' materials, in accordance with a Draft of a Letter on the subject now submitted.

Ordered, That the Headmaster of the Normal School be requested to furnish the Council with information as to any Regulations, or usages, observed by the Masters of the Normal School in regard to the admission of Students, their continuance in the Institution, and their dismission.

February 26th, 1869. Several Communications were laid before the Council.

Ordered, That Messieurs Dredge and Company be informed that their application has been approved in respect to the following School Books, but that specimen copies of each Book must be furnished to the Council for examination and approval, as to qualify and mechanical execution, and that such further conditions as may be required by the Council will be hereafter communicated. The Books which may now be published are: The Canadian National Series of Reading Books, as revised by the Text Book Committee. The National Arithmetic by Doctor J. H. Sangster. Lovell's General Geography. Easy Lessons in General Geography, as revised by the Committee.

The Secretary was instructed to insert an Advertisement in each of the Toronto Daily Papers to the effect, that certain Text Books at present authorized for use in the Public Schools of Ontario may now be reprinted by any Publisher within the Dominion, on conditions that may be learned on application to the Secretary of the Council at the Education Office.

March 8th, 1869. Several Communications were laid before the Council.

Ordered, That the Local Superintendent of Gwillianbury East be informed that the use of Books not authorized by the Council cannot be permitted, and that Pupils should not be suffered to provide themselves with fresh copies of the old series for use in the Schools.

The following Report from the Text Book Committee was read:

The Text Book Committee beg leave to report that, having considered the subject of the reprinting of those Books, of which the exclusive privilege of publication for one year has expired, they recommend that no revised edition of the Canadian Readers shall be sanctioned before July, 1870. They also submit, herewith, some memoranda as approved by them. They have examined the Copy Books of Mr. Vere Foster that have been laid before them, but are not prepared to recommend them for authorization by the Council.

Memorandum of the Text Book Committee.

1. That it is the duty of the Council, in their acceptance of, and subsequent action regarding the copyright of any Book authorized by them to be used in the Public Schools, to secure the interests of the Public by the issue of a good and suitable edition at a reasonable price, and, at the same time, to provide, so far as the Council properly can for the adequate remuneration of both Author, or Editor, and Publisher.

2. That the interest of the public are sufficiently secured by the existing arrangement, that no Book shall be authorized by the Council without their previous examination and approval of matter, paper, typography, binding and price.

3. That the interests of the Publisher are also sufficiently provided for by the existing arrangement, that he shall have exclusive rights for one year, and that this time may be extended at the discretion of the Council.

4. That, with a view to the adequate remuneration of the Author, or Editor, and the encouragement of the preparation of literary and scientific works by Canadians, no extension of time shall be granted, nor any new edition authorized, without payment by the Publisher for the privilege, the amount of such payment to be determined by three umpires, one to be selected by the Council of Public Instruction, one by the Publisher, and the third to be selected by the two previously appointed. Such Umpires shall also decide whether all, or a portion, and, if a portion what portion, shall be paid in acknowledgement to the Author, or Editor, for the new, or revised, edition, even although the latter shall have been prepared by another Editor especially employed for the work.

5. That the Council shall decide the best means of applying the balance, if any.

6. That, in those cases, in which works that are not portions of a series are approved by the Council before publication, Tenders shall be invited by public advertisement from Publishers within Canada for the purchase of the exclusive right of publishing for at least one year, such Tenders to state the retail price at which copies will be sold, and also whether the whole, or if only part, of each Book will be executed within the Dominion.

The Report of the Committee having been adopted, it was,—

Ordered, 1. That the new editions shall be equal to the former ones in typography, paper, illustrations and binding, as shown in the standard copy.

2. That the new editions shall not be published, or advertised, under the designation of new, or revised, editions until such emendations as may have been approved by the Council shall be communicated.

3. It is the intention of the Council not to make any emendations in the Readers before July, 1870.

4. That each Publisher shall give security, himself in $2,000 and two Sureties in $1,000 each, guaranteeing that the edition, when completed, shall in style and character be, including each separate copy, in accordance with the first of these conditions.

5. That each Publisher shall pay, before the receipt of the authorization from the Council, such sum as may be decided upon by the arbitration specified in Article Number 4 of the Memoranda.

6. That all new Editions, after July, 1870, shall be printed in Canada, on paper made in the Dominion, and shall also be bound therein.

7. That the necessary Bonds shall be prepared at the expense of the Publishers and executed before the permission to print the new Editions has been granted.

That the Publishers shall be informed that it is the intention of the Council that the National Arithmetic shall be revised, previously to the issuing of any new Edition.

Ordered, That the Regulation in Section 11, Number 4, of the Grammar School Regulations be amended so as to read as follows:—

4. To afford every possible facility for learning French, Girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final entrance Examinations required for the admission of Boys. Girls, thus admitted, will take French and the English subjects of the Classical course for Boys, but, in

order to be returned, or recognized as Grammar School Pupils, they must be engaged in one of the prescribed Programmes of Studies for the Grammar Schools.*

April 10th, 1869. Several Communications were laid before the Council.

Ordered, That the salary of Mr. James L. Hughes be increased to $700; that of Mr. Archibald to $600, and that of Mrs. Cullen to $700 to take effect from the 1st April, instant, and an allowance at the rate of $50 per annum be granted to Mr. James Ryan, Caretaker, to take effect from his removal from the Rooms formerly occupied by him, on the 1st of September.

Ordered, That the revision of the Readers be completed so that the amendment may be ready for the inspection of Publishers after January the 1st, 1870, so that the revised edition may be issued after July the 1st of the same year, but that the use of such edition shall not be obligatory before January the 1st, 1871. That the fourth Article of the Memoranda, adopted on 8th March shall be carried out, in the case of all Publishers of the revised editions.

Ordered, That January the 1st, 1870, shall be substituted for July, 1870, in the Minutes, Numbers 3 and 6 of the Council of March the 8th, 1869. That the words "or advertise" be inserted after the words "to print" in Minute Number 7 of the same Meeting.

Ordered, That Miss Whitcomb be permitted to use her elementary Arithmetic in her own School until another shall have been sanctioned.

The Part Song Book having been published, as directed by the Council on the 10th of November, 1868, is now authorized for use in the Public Schools. The Letter of Messieurs W. C. Chewett and Company and of Messieurs Groombridge and Son, with the accompanying Books are referred to the Text Book Committee.

April 26th, 1869. Several Communications were laid before the Council.

The following Report from the Text Book Committee was read and adopted.

The Committee on Text Books have examined the copy of an Elementary Arithmetic by the Reverend B. Smith and Mr. A. McMurchy, submitted by Messieurs Chewett and Company, and recommend it, when completed, for authorization by the Council, on the usual conditions as to the surrender of copyright. They have also considered the proposition of Messieurs Groombridge and Son, relative to Baiff's introduction to Scientific Chemistry, but cannot recommend the Book for use in Schools.

Ordered, That the Elementary Arithmetic shall not be required to be in use before January the 1st, 1870, and that the Publishers shall be allowed one year's exclusive rights in regard to it from that date.

Ordered, That the following words be substituted for the first part of the Council Minute of April the 19th. That the revision shall be completed so as to be ready for

* The Editor of *The Globe* having taken exception to this revised Regulation of the Council of Public Instruction in regard to the admission of Girls into, and their attendance at, the Grammar Schools, the Chief Superintendent addressed the following letter to the Editor of that Paper:

I observe by remarks made in *The Globe* that exception is taken to the modified Regulations permitting the admission of Girls to the Grammar Schools upon the same conditions as Boys, as if the intimation given by the Honourable the Attorney General to the Legislative Assembly during the last Session had not been carried into effect.

I never saw, or heard, until last Saturday that the idea was ever entertained by anybody that Girls should be recognised as Pupils for the distribution of the Grammar School Fund, for the study of French merely, or upon any other conditions than those prescribed for Boys. The advocates for the admission of Girls to the Grammar Schools have equally advocated the study of Latin by Girls, as well as by Boys; nor was it ever hinted in the Legislative Assembly that the conditions for the admission of Girls should be different from that for the admission of Boys. It is worthy of remark here that there has been a Course of Studies prescribed for Grammar Schools, to which Girls, as well as Boys, are eligible for admission under the modified Regulations, and are, of course, to be accounted as Grammar School Pupils. Mr. Boyd's Grammar School Bill [given on page 6 of the next Volume] was intended to place both classes of Pupils upon the same footing. The Second Section of his Bill is as follows:—

"2 The appropriation payable half-yearly to the Grammar Schools shall be made to each School conducted according to Law, upon the basis of the daily average attendance at such Schools, of Pupils, in the Programme of Studies, prescribed according to Law, for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools: it being nevertheless understood, that the word Pupil includes Girls as well as Boys."

It is clear, therefore, that Mr. Boyd's Bill did not contemplate including Girls as Pupils in Grammar Schools upon any other conditions than those applied to Boys; and it was in accordance with Mr. Boyd's Bill that the Attorney General gave the intimation, and the Council of Public Instruction adopted (in my absence) modified Regulations for the admission of Girls upon the same terms as Boys in the Grammar Schools.

TORONTO, April 20th, 1869.* EGERTON RYERSON.

inspection after October the 1st of the current year, but that the revised editions shall not be advertised before January the 1st, 1870. That copies of such Editions, if the submitted specimens have previously received the approval of the Council, may be sold after July the 1st, 1870.

Ordered, That on Miss Clark's resignation taking effect, Miss McClausland be appointed 1st Assistant in the Girls' Model School, and Miss H. Jones, 2nd Assistant. The salaries to remain as at present.

Ordered, That the various recent Minutes on the subject of the publication of Text Books be consolidated and printed.

May 10th, 1869. A Communication from Messieurs A. Dredge and Company, requesting permission to publish an Edition of the English Grammar was laid before the Council.

The following Report from the Committee was read and adopted.

The Committee on Text Books beg leave to report that they have considered the letter from Messieures Dredge and Company of the 4th instant, and recommend that no application to reprint an authorized Book the copyright which has been surrendered to the Chief Superintendent shall be entertained before the expiration of a year from the date of authorization, nor at that time unless the Council have decided not to extend the period.

The Regulations on the publication of authorized Text Books, as revised and reprinted, were approved.

August 7th, 1869. A Meeting having been called for 3 o'clock p.m. the only Members present were The Reverend John McCaul, L.L.D. The Reverend John Jennings, D.D.

A complete copy of Smith and McMurchy's Elementary Arithmetic having been laid before the Members present, as submitted by Messieurs Copp, Clark and Company, the legal Successors of W. C. Chewett and Company; and the Chairman of the Text Book Committee having expressed his satisfaction with the Books as completed, the Members present, considering the necessity for the immediate issue of the Book to meet the wants of the Pupils of the Public Schools at the end of the Summer Vacation now drawing to a close, assumed the responsibility of sanctioning such issue, under the authorization of the Council, as provided for in the Report of the Text Book Committee adopted by the Council on April the 26th, 1869.

October 4th, 1869. The Council met, pursuant to notice at half past eleven o'clock a.m., to receive His Excellency the Governor General and His Royal Highness Prince Arthur. [For the proceedings of this Reception see pages 273-281].

October 11th, 1869. Several Communications were laid before the Council.

Additional Certificates having been submitted by Mr. John Roberts, his application for a pension for 16 years' service was sanctioned.

The following Report was presented from the Text Book Committee, and adopted.

The Committee on Text Books beg leave to present the five Readers, with such alterations as seems to be necessary. In this revision they have acted on the principle which, as they understand, was sanctioned by the Council, that the same paging shall be retained in the new Edition.

Ordered, That the resignation of Mr. Archibald of the Boys' Model School, be accepted, and that Mr. William Scott be appointed Second Assistant in the Boys' Model School with the same salary.

Ordered, That the Letters of Mr. Wright, Mr. Ferrill and Mr. Steiger be referred to the Committee on Text Books.

Ordered, That the names of the Sureties submitted by Messieurs Campbell and Son and Messieurs A. Dredge and Company be approved.

Ordered, That Daniel McMichael, LL.D., be appointed Arbitrator, on behalf of the Council, with respect to the revised Reading Books, under Clause Five of the printed Regulations, respecting the publication of Text Books.

Ordered, With reference to Messieurs Campbell's request to be permitted to use imported paper in the publication of the Revised Reading Books, the Chief Superintendent be requested to make enquiries as to the qualities of Canadian paper and be authorized, if, in his judgment, the interests of the Public require it imperatively, to suspend the operation of Clause Twelve in the above mentioned Regulations, provided that such action will not interfere with any Contract already entered upon by either of the Publishers concerned. The Council desires that samples of the Paper which it is proposed to use, with the weight thereon marked, be submitted for their approval before the Books are printed.

CHAPTER XIV.

EDUCATIONAL INCIDENTS OF PRINCE ARTHUR'S VISIT TO CANADA IN 1869.

I have collected from the local press and insert in this Volume the many incidents of an Educational character which marked the progress of Prince Arthur through the Province in 1869. They indicate a great activity in the educational life of the Dominion at that time.

PRINCE ARTHUR AT QUEBEC.

At Quebec, the Prince visited the Military School, where His Royal Highness fully informed himself as to the School. After leaving the Military School, His Highness and suite proceeded to the High School. Arrived there, the Lieutenant-Governor introduced Reverend Doctor Cook, Chairman of the Board of Directors, and several other Gentlemen, to the Prince. After making various enquiries about the School, the Prince asked a holiday on behalf of the Pupils. The Boys gave three hearty cheers as the Prince drove away from the Building to Morrin College, where he was received by the Principal, and by the Governors and Professors, who were severally introduced to him. The Prince first visited the College Hall, when the Principal gave him information in regard to the institution, and informed him of the success which had recently attended one of its Alumni,—Mr. Mackenzie,—in contesting the Gilchrist Scholarship against the whole Dominion. His Royal Highness afterwards visited the Library and Museum of the Literary and Historical Society, attended by the Vice-President of the Society, Doctor Anderson, and Mr. Lemoine, and the Principal and Professors of the Morrin College. The beautiful collection of Canadian Birds in the Museum attracted much notice from the Prince, and he expressed great interest both in the College and in the Society. The Prince then visited the Quebec Seminary and Laval University. He was welcomed at the entrance by his Grace the Archbishop of Quebec, and by the Reverend E. O. Taschereau, Rector, and by the Professors. The Prince was shown the Seminary, Church, and interior of the Seminary. He seemed much gratified with his visit to these old Buildings. Passing through the spacious garden of the Seminary, the distinguished party proceeded to University Hall. Here the Prince was attended by the Provincial Cabinet and a full military Staff. The College Band played the National Anthem on the Prince's entrance, and after a short stay he was taken to the Museum and Library, and shown the splendid and extensive view which the Terrace on the Roof of the Building affords. The Normal School then received the honour of a visit. The principal, Reverend M. Chandonnet, welcomed the Prince in a few words, to which His Royal Highness responded in French. He was heartily cheered at each place he visited.

The Prince at London, Ontario.

At London, Prince Arthur visited Hellmuth College, where the most ample preparations had been made for the reception. The principal gate was elaborately festooned with evergreens, forming a neat arch, with decorations running along the fence fronting the enclosure on St. James Street. Over the carriage way a handsome Gothic arch was erected, on the top of which the Union Jack was displayed. The sides bore the inscription, "God save the Queen," and "Welcome, Prince Arthur." They were received by Dean Hellmuth, President of the College; the Bishop of London, Archdeacon Brough, and Major Evans, Treasurer of the Institution, with many Ladies and others. The visitors having taken their positions on the platform, Sir John Young was presented with the following Address:—"We, the Patron, President, Trustees, Head Master, Masters and Pupils of Hellmuth College, tender to Your Excellency our most dutiful congratulations on your visit to this Western section of your administration. Under the assurance that the importance of a sound and liberal education to the future prosperity of this vast Dominion will commend itself to you as an object of the highest interest, we rejoice in the opportunity of your visit to exhibit to Your Excellency the efforts we have been making for the past four years to extend to the youth of Canada the advantages offered by an English Public School. Your Excellency must already have found cause for satisfaction in the admirable system by which the elements of a useful education have been brought within the reach of the people throughout this Country. We submit for your approval the aim which we have set before us of training up for higher and more responsible positions in the professions and in the State, a class of men whose minds should be enriched with the graces of scholarship, and enlightened with those just views which a liberal education is calculated to impart. The high gratification afforded us by Your Excellency's visit is greatly enhanced by the presence of His Royal Highness Prince Arthur, who is well able, from his knowledge of the great Public Schools of England, to appreciate the advantages which we are endeavouring to extend to the youth of this Colony; and who, from the well-known interest taken by his illustrious and revered Father in the cause of Education, can hardly fail to be gratified with every instance of its progress. We desire to assure you of our loyal and dutiful attachment to your Excellency's Government, and praying that you may long be spared to represent our gracious Sovereign in your wise, beneficent, and experienced rule, and that your administration may be marked by an increase in the prosperity, loyalty and enlightenment of the Dominion." The Governor-General replied as follows:—"I receive your congratulations with much pleasure, and am very sensible of the loyalty and feelings of duty which prompt your assurance of attachment to the Constitution happily existing in Canada, and breathed in the prayers you offer for the success of the administration under my charge. You justly interpret my views when you assume that I regard the cause and progress of Education throughout the Country as of vital importance to the safety of the Community, and the well-being of every individual. The highest praise is, in my opinion, due to those who spared neither time nor pains, as is done within these walls, in endeavouring to cultivate the sense and taste, as well as develop the wit and spirit of numerous Pupils. Such labours in their aggregate diffuse the elements of sound and liberal knowledge throughout the Country, and add to the great body of slowly and reasonably formed public opinion, which is properly termed the enlightenment of the people, and which, whenever it has scope to act as it does in this Dominion never fails to prove itself the wise promoter of freedom and progress, and the best security for peace and order. Imbued with these ideas, and believing that your labours are efficient to their most edsirable end, I offer you sincerely my best wishes for the continued prosperity of this noble and well-managed Institution." After the reading of the Address and reply, the Prince, the Governor-General and party returned to the carriages and were driven to the Hellmuth Ladies' School, where they were received by Dean Hellmuth, founder of the Institute, with a

number of the Clergy of the diocese. A large crowd of young ladies gathered on the balcony to meet them, and as they entered, sang a verse of the National Anthem. The building was profusely ornamented, and the front was neatly festooned with flowers. On taking their position in the Hall, Sir John Young was again addressed by Dean Hellmuth as follows:—"We, the Patron, Visitors, President, Lady Principal, Teachers and Pupils of the Hellmuth Ladies' College, tender to Your Excellency our most dutiful congratulations on your visit to this Western section of your administration, and to this Institution. We feel the most sincere satisfaction that the work of Education which is to be carried on in this Building should be commenced with the high sanction of Your Excellency's presence; and that this newly completed College should be inaugurated by yourself, the Representative of our most gracious Sovereign, and in the august presence of His Royal Highness, Prince Arthur. Your Excellency will be sensible of the high ends which this Institution is designed to serve, in moulding the character and influencing the mind and habits of future generations in this important Dominion. We shall endeavour to carry out our work under a deep sense of the responsibility which these holy objects imply, and we fervently pray that the undertaking thus auspiciously inaugurated this day by Your Excellency and His Royal Highness, may exert a wide and lasting influence upon the Country which you administrate. It can hardly fail to be a cause of satisfaction to Your Excellency and to His Royal Highness, as it is of congratulation to ourselves, to know that the advantages of a higher Education are here offered, and that every opportunity for training up the future Mothers of Canada in those polite accomplishments, those exalted domestic virtues, and those high principles of a pure and undeformed religion which have distinguished the Ladies of England in the eyes of the world, and have been so illustriously exemplified in the character of our revered and most beloved Queen. That Your Excellency may long continue to exercise the power committed to you for the advancement, wealth and happiness of the people of this vast Dominion, and to your own honour and reward, is the prayer of your loyal and devoted servants." Sir John Young replied as follows:—"I beg you to accept my sincere thanks for your congratulations on my visit to your interesting district, for your expressions of loyalty and dutiful attachment to the institutions of the Dominion, and for the prayers which you offer so earnestly for the success of my administration. All honour is due to those who toil in the good cause of imparting knowledge; and especially within these walls on this occasion may we pay a merited tribute of thanks and admiration to the public spirit and the munificence of those who have reared this noble College, destined, I trust, to be at once the enduring monument of their own accomplished wishes, and the centre from which improvement and virtues akin to their own may radiate for generations to come. I trust that those whose tender years are being passed in tutelage here will realize the advantages within their reach and recognize the truths that now is the golden time for availing themselves of the instructions which may colour all their lives and fit them for the performance of duties second to none in importance. Many a man has been indebted for all his happiness and all his success in life, as well as for the services he has been enabled to render to his Country, to the early and tender admonitions of a virtuous Mother. Many, also, have been weaned from frivolous pursuits and habits of unworthy procrastination by the influence and example of an intelligent and high principled Wife. How vast, when viewed on the mass and on all its bearings, is the sphere of Woman's influence, how dignified its Mission, how all-important in its relations to the happiness and stability of the State. I trust, therefore, that, in addition to those higher accomplishments, which are so attractive in society, and so charming in the privacy of domestic life, the necessity will be admitted of engaging in studies of more solid importance, the culture of the reasoning powers, the enquiry into the principles and the process of accurately comparing facts. Without these last accomplishments, though brilliant in appearance, they can claim no more than a rank amongst the amusement and ornaments of life; combined with them they assume a new dignity as part of that instruction, and of

those civilizing influences under which the race of man is destined to proceed to the highest degree of virtue, and the happiness of which our nature is capable." Sir John Young stated that he now left the formal opening of the Institution to His Royal Highness, whose visit to this Province had given the intensest gratification to all classes. As he had kindly consented formally to inaugurate the College, he was sure they would prefer to hear from himself an expression of the good wishes he entertained for the Institution. The Prince then said:—"Ladies and Gentlemen,—It gives me sincere pleasure to be present at the formal opening of this admirable College. I understand that several of the young ladies have travelled many hundred miles to partake of the benefits of the instruction given here, and I have no doubt that this is mainly due to the high character of my friend, the Dean, to whose munificent liberality this Institution owes its origin. Most earnestly do I hope that under Divine Providence it may have every possible success. I will now ask Dean Hellmuth to formally open the College." The Dean,—"I am requested to declare that this College is now open, and I open it in the name of the Father, of the Son, and of the Holy Ghost. Amen." The Prince has expressed himself highly pleased with the reception.

The Prince at Hamilton.

At Hamilton the Prince paid a visit to the Wesleyan Female College where they were received by Mr. Edward Jackson, President of the College Board. In the large Reception Hall of the Institute, about one hundred young ladies sang "God Save the Queen," as he entered. The Reverend Doctor Rice, Principal of the College, read the following Address:—"We, the Principal and Board of Directors of the Wesleyan Female College, with the Officers and Students, beg to present to Your Excellency our most sincere respects. Your Excellency's administration in other Colonies, and the interest you have taken in all those Institutions which were designed to promote the well being of society, make your visit to this College one of profound gratification. The institutions and government of our Country claim our obedience and command our highest admiration. While we earnestly cherish and inculcate loyalty to our most gracious Sovereign the Queen, to us it is cause of the deepest gratefulness to be able to place before the young ladies taught here a Sovereign, who, though unequalled in queenly greatness, claims and possesses the affection of a nation through those womanly virtues which shine forth in all the relations of her life, presenting an example of excellence, inspiring and true. The presence to-day of His Royal Highness Prince Arthur, a Son of our beloved Queen, will ever be gratefully remembered. And we trust you will allow us to say how much we appreciate the presence of Lady Young. This Institution was opened in 1861, and since that time, has furnished education for a longer or shorter period to over a thousand young ladies. It is the object of the College to impart a thorough education in all the departments of useful knowledge, and to add to that those polite accomplishments which grace society and elevate and refine the homes of the land; and to teach directly and earnestly the principles of religion as personally and practically valuable above all other knowledge." His Excellency was unable, owing to other duties on hand, to present a written reply, but expressed himself highly pleased with the scene presented. At the request of Doctor Rice, the Prince also made a few remarks, thanking them in the most hearty manner for their kindness and the reception accorded to the Governor-General and himself. The next stopping place was at the Central School. Here the decorations were in unison with the occasion. On the rising knoll fronting the School, the children from the Ward Schools congregated. The Reverend Doctor Ormiston, Superintendent, and Mr. McCallum, Principal, conducted the party through the different Class Rooms, and the Governor-General showed a special interest in the progress of the Common Schools of the City by making minute inquiries as to their attendance and management. The Trustees, who were also present, were at the same time introduced. The party next visited the Grammar School. Here

the same formula of visiting was indulged in, and the Boys gave three hearty cheers as the Governor-General and Prince Arthur entered the Building. The Principal, Mr. Buchan, was introduced, and while the ceremony was being enacted the Boys, unable to restrain the enthusiasm of youth, again burst out in a ringing cheer for His Royal Highness. It was a happy sight and amply repaid the Royal party for their visit. Dundurn was next visited, and here the children of the Deaf and Dumb School were drawn upon either side of the reception room, awaiting the arrival of the Prince. Two of the Boys, under the instruction of Mr. McGann, the Principal, wrote the following addresses:—(1) To the Governor-General,—"We, the Deaf Mute Pupils of the Institution, tender to Your Excellency our sincere thanks for honouring us with your presence. We rejoice to know that Her Most Gracious Majesty, Queen Victoria, has been pleased to send Your Excellency to govern our new and great Dominion, and pray that under your beneficent and wise Counsel, peace and prosperity may abound, and that the unfortunate class which we represent may be honoured with another visit from Your Excellency in our new Institution at Belleville." (2) To Prince Arthur,—"We, the Pupils of the Hamilton Deaf and Dumb Institution, heartily welcome Your Royal Highness, Prince Arthur, to our School. We are happy to tell you that our Government of Ontario is building a beautiful Institution at Belleville to educate all the Deaf Mutes of this Province; we hope to remove there next year. We pray that Your Royal Highness may live long to walk in the footsteps of your kind and noble Father, Prince Albert the Good." The intelligence of the Pupils was subsequently displayed in a beautiful manner by their repeating the Lord's Prayer in the sign language, which is frequently so expressive as to be intelligible even to those unacquainted with its technicalities. The Governor-General then addressed the Pupils in a short speech, to which expression was given in a manner within the comprehension of the children by Miss McGann. He desired her to convey to the children his gratification at being able to visit them, and also stated that His Royal Highness had desired him to say that he was very much pleased to be present. The children then ranged themselves along the route leading from the grounds, and although they could not cheer, showed their gratification at the visit by waving their handkerchiefs energetically as the party passed.

PRINCE ARTHUR AT TORONTO.

In the Address to His Excellency the Governor-General, by His Worship Mayor Harman, the following educational passage occurs:—"While we refer with pleasure to Your Excellency's introduction to the different expositions of Canadian progress and industry, we have a peculiar pride in introducing Your Excellency to Toronto as the principal Seat of Learning in this Province, and we would fain hope that your visits to the Institutions which have been reared in so worthy a cause, will satisfy Your Excellency that a good foundation has been laid in our Universities, our Colleges, our Schools, and our Institutes, for placing the attainment of sound education and useful knowledge within the reach of every class of society from the lowest to the highest." To this passage Sir John Young replied as follows:—"I turn, however, with peculiar satisfaction to that portion of your Address in which you are pleased to refer to your Universities, Colleges, and Schools. You very justly lay stress on the value of these and similar foundations for the general diffusion of knowledge. Especially is it the most important in a Country where the suffrages are so widely distributed that the means of obtaining a good education and sound mental training should not be less widely accessible to every class in the community; for where ignorance and power meet history opens her darkest leaf,—not for those who like you are careful that power should be attended by her proper handmaid, wisdom. Most earnestly, therefore, I trust that your efforts in this and other directions for the promotion of the general welfare may be crowded with the amplest measures of success." At the Levee an Address was presented to the Governor-General by the Bishop and Clergy of the Church of England of the

Diocese. In reply to which His Excellency also made the following allusion to our Churches and Educational Institutions:—"The numerous Churches and Schools which meet the view on every side, cannot fail to prove perennial sources from which the blessings of Christian knowledge and sound moral training will flow throughout the land."

During his passage through the streets, perhaps one of the most interesting scenes in this very interesting visit was enacted on King Street, where were seated upon tiers of raised seats on either sides of the street, over four hundred School Girls tastefully dressed in white. The little damsels, who were under the control of Reverend Mr. Porter, City School Superintendent, and Mr. Carter, organist of St. James' Church. When the Prince did arrive, the children sprang to their feet and sang three stanzas of the National Anthem in strains of silvery melody. As the last note of the singing died away His Royal Highness bowed his acknowledgments in the most graceful manner, and passed on amidst vociferous cheering.

The University of Toronto.

During his stay the Prince and party visited the University of Toronto. The grassy slopes around were covered with a brilliant crowd of Ladies and Gentlemen. The approaches to the Building were lined with Students, in Cap and Gown. The steps of the principal Entrance were occupied by the Chancellor, the Principal and the Professors. The Royal party having alighted, they were received by the Chancellor and University authorities. In the Convocation Hall, a brilliant assemblage rose to greet the Royal party. All rose as the procession filed up the centre of the Hall, and a ringing cheer welcomed the party on their arrival. After the Royal party had taken their position, the Chancellor handed the Secretary the following Address to be read:—"We, the Chancellor, Vice-Chancellor, Senate, Graduates and Under Graduates, of the University of Toronto; and President, Professors and Members of University College, approach Your Excellency with united assurances of loyal welcome, on this your first visit to the Capital of our Province. While we gladly recognize in Your Excellency as the Representative of our gracious Queen in this Dominion, one who by wise administration in others of Her Majesty's Colonial possessions, has proved his capacity for so important a trust, we welcome you in an especial manner to this Provincial Seat of Learning; and rejoice to be permitted to receive within these Academic Halls, along with Your Excellency, the honoured Visitor of our Institution, His Royal Highness Prince Arthur, in whom we are privileged to look on a Son of our beloved Queen, and to anticipate for him a career worthy of such a Mother, and of that gifted and lamented Prince, whose memory lives throughout every part of her vast empire as the wise fosterer of Arts, Science, and Liberal Scholarship." The Governor-General replied as follows:—"Pray accept my sincere thanks for the loyal Address with which you have welcomed me as Her Majesty's Representative. I am authorized also by His Royal Highness, Prince Arthur, to say that he feels most obliged by your words of kindly greeting, and that he cannot fail to take a deep interest in the success of Institutions such as yours, which were, as you properly remark, highly prized by his lamented Father, the late Prince Consort. In truth, it is impossible to over-estimate the value of well regulated national Universities. They are the rich storehouses of wisdom, from which the seeds of knowledge may be sown broadcast throughout the Land,—the centres of sound principle and high moral bearing; the scenes of many a friendly contest for the early laurels of literature; the fruitful sources of many a trusted and life-long friendship; the homes of traditions and cherished memories. To them the various Schools throughout the Country will look for light and guidance; and from their open portals there will ever go forth a constant stream of well educated and high principled men, who, as they move in their various careers in after life, cannot fail to diffuse around them somewhat of the benefits they have themselves received in that greatest of all bnefits,—a sound and

Christian education. I take it as a happy augury for the future of the Dominion that such importance is everywhere attached to the education of the people; and most sincerely do I trust that from this University, as from the heart of the System, the life-streams of knowledge may freely circulate to the remotest extremities of the Land, bringing blessings to you for your efforts in the good, and unspeakable blessings to the homes of the many who will profit by your labours." After this His Excellency and the Prince conversed in an animated way with those around, and after some time spent in this way, the Chancellor presented a large number of Ladies and Gentlemen to His Excellency and His Royal Highness. Prince Arthur, the Lieutenant-Governor, and the Chancellor, visited the Library of the University and several of the Class Rooms. The Prince was pleased to express the surprise occasioned by the fine appearance of the University Buildings, surpassing, as they did, anything he had anticipated seeing in his visit to Canada.

The Prince's Visit to the Ontario Education Department.

The Royal party was received by the Chief Superintendent and other Members of the Council and Officers of the Department. They were conducted to the Theatre, where the Masters, Teachers, Students and Pupils of the Normal and Model Schools were assembled, and were greeted with a verse of the National Anthem by the Children. After which the following Address was read by Doctor Ryerson:—"The Council of Public Instruction for the Province of Ontario beg to unite with the many thousands of our fellow Subjects in welcoming you and His Royal Highness, Prince Arthur, to a Country first selected as a home by the United Empire Loyalists of Canada. To us as a Body has been assigned the task of establishing the Normal and Model Schools, for the training of Teachers, and making Regulations for the government of Elementary and Grammar Schools throughout this Province, and for selecting the Text Books and Libraries to be used in them; while to One of our number has been imposed the duty of preparing and administering the School Laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interesting zeal with which Her Majesty has encouraged the training of Teachers and the establishment of Schools for the education of the masses of Her people; and we have been nobly rewarded in our efforts by our fellow Subjects in this portion of the Dominion. At the commencement of our labours in 1846 the number of our Schools was 2,500, and the number of Pupils 100,000. At the present time we have the Educational Buildings now honoured by the presence of Your Excellency and His Royal Highness, where Teachers are trained, and Maps, Apparatus and Libraries are provided for the Schools; and those Schools now number about 4,500, attended by 415,000 Pupils, while in the Text Books and Songs of the Schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian patriotism. Christian principles are ever combined with sound knowledge, not only in the Libraries, but also in the teachings of our School." To this Address His Excellency replied as follows:—"The account which you are able to render of the result of your labours cannot but prove a topic of reassurance and rejoicing to every one who desires to see the well-being of the community placed on the same foundations of general intelligence and sound principles. An increase in little more than twenty years to double the number of Schools, and more than four-fold the number of Scholars, attests at once the assiduity and judgment with which your duties have been carried on, and the corresponding appreciation on the part of Parents, of the great advantages offered to their children. His Royal Highness empowers me to thank you for the terms of your welcome, to assure you of the deep interest he takes in the cause of Education, and to express the wish that you may attain the reward which, doubtless, you most covet, of seeing the Schools you superintend filled with Pupils and an enlightenment, spreading from them as centres in ever widening circles over the Land." After the Addresses had been presented and accepted, the party

retired into the Library, where the following parties were presented by Doctor Ryerson to His Excellency the Governor-General and Prince Arthur:—Archdeacon Fuller, Reverend Doctor Jennings, Honourable Mr. McMaster, Members of the Council of Public Instruction, and the following Officers of the Department:—J. G. Hodgins, LL.B., Deputy Superintendent; Alexander Marling, LL.B., A. J. Williamson, M.D.; F. J. Taylor, J. T. R. Stinson, W. Atkinson, Doctor May, J. H. Sangster, A.M., M.D., Head Master, Normal School; the Reverend W. H. Davies, B.D., Second Master, Normal School; Wm. Armstrong, C.E., Mrs. Cullen, Miss McCausland, Miss Jones, Mr. Sefton, Mr. Hughes, Doctor Carlyle, Mr. Scott, Mr. Archibald. The following were also presented to the Prince and the Governor-General:—Mrs. Ryerson, Mrs. J. G. Hodgins, and Masters W. E. George and Frederick Hodgins, Mrs. Punshon, Reverend W. M. Punshon, M.A., the Reverend Doctor Green, the Reverend Mr. Darling, and others. Subsequently the Royal party visited and inspected with much interest the various Rooms of the Educational Museum. The Prince was particularly pleased with the beauty and variety of the Museum, and at the tasteful manner in which the rooms were decorated. Indeed every one of the Visitors expressed their gratification at the unexpected exhibition of works of Art. During his progress through the Building, His Royal Highness very graciously accepted from Master George Hodgins a handsome edition of the "Sketches and Anecdotes of the Queen and the Royal Family," compiled by his Father, J. George Hodgins. The Prince was also handed a small, beautiful bouquet of flowers by Master Frederick Hodgins, which he most kindly and smilingly received.

The Visit to Upper Canada College.

At Upper Canada College, the Boys to the number of several hundreds were drawn up in two lines on the lawn leading to the main entrance, and as the Prince and his friends passed through between them, a genuine English cheer was given and kept up most vigourously until they entered the Building. On the steps they were received by Principal Cockburn, and the Masters, Doctor Barrett, M.A., M.D., Chancellor Morrison, Mr. Martland, B.A., Mr. C. H. Connon, M.A., Doctor Connon, Mr. W. Wedd, M.A., Mr. J. Brown, M.A., Reverend G. Schluter, J. Thomson, and Professor Wilson. The Royal party having adjourned into the Principal's Room, he read the following Address:—"We, the Principal, Masters and Scholars, of Upper Canada College and Royal Grammar School, with sentiments of loyal devotion of Her Most Gracious Majesty, beg to tender our most respectful welcome to Your Excellency as Governor-General of the New Dominion, and to the noble Prince who now honours us with his presence. We beg to inform Your Excellency that Upper Canada College was founded upon the model of the great Public Schools of England, and that it has, during the last forty years, educated and trained many thousands of Canadian youth, who now not only occupy and adorn high positions in the Dominion, but who have distinguished themselves in various careers in all parts of the Empire. We may be permitted to point with pride to the many names of former Pupils inscribed upon the walls of this Hall, as evidence of the successful work hitherto accomplished by Upper Canada College, and we are incited to do so in the hope that His Royal Highness Prince Arthur will take pleasure in noticing the many University honours achieved by youths of his own age. Of the present generation of Pupils, we can only express the hope that they will follow in the footsteps of those who have gone before them; and we can assure Your Excellency that no effort on the part of the Masters shall be wanting to prepare them for the future business of life. We congratulate Your Excellency on your arrival amongst us at a time of profound peace and prosperity; and we hope that your sojourn will be pleasant to yourself and profitable to the Country. Permit us to say that we consider ourselves highly honoured by your visit, and we doubt not but that the presence of His Royal Highness among our Pupils will make a favourable impression on their minds, and

attach them if possible even more firmly to the rule of his august and beloved Mother, our gracious Queen. Allow us, in conclusion, to express our warmest wishes for the health and happiness of yourself and Lady Young, and we trust that you will long remember with satisfaction this, your first visit, to Upper Canada College." To this Sir John Young replied:—"I beg to thank you very sincerely for the words of loyal welcome with which you are pleased to greet my arrival amongst you as Her Majesty's Representative, and I am permitted by His Royal Highness, Prince Arthur, to express the satisfaction he feels in attending here to-day, and the interest he takes in this and kindred Institutions for the general diffusion of knowledge. In young communities the mass of the people will ever be engaged in developing the material wealth of the Country, but all honour is due to that smaller band who devote their time and energies to that nobler work of developing its mental resources; who inculcate early lessons, not merely of knowledge, but of deeper and more important truths, of the inestimable worth of honour and integrity, of the priceless value of liberty when tempered by respect for the rights of others, of the utter worthlessness of the utmost freedom when unguarded by self-restraint. Turning to the younger Members of your College I would, if a passing word of mine may dwell in the memory, beseech them to avail of the golden opportunity placed within their reach, to sow now the seed that hereafter they may reap the harvest, as others have done before them, whose names lately on the College Books, are now honourably enrolled in the books of fame, a credit to themselves, to the Institution and to their Native Land, and a worthy example to those who may seek hereafter to emulate their achievments. I can very truly assure you, one and all, Masters and Pupils, that I watch with deep interest the progress of this and similar Educational Establishments throughout the Dominion, and I know that I am only expressing Lady Young's wishes when I join her name with mine in wishing you all possible success, and in fervently breathing a prayer for your mutual co-operation in the discharge of your allotted duties." When His Excellency had finished reading his reply, Prince Arthur turned round to the Boys and said:—"With the permission of Principal Cockburn, I am glad to be able to intimate to you that the remainder of this day will be given you as a holiday, and I hope sincerely you will all enjoy it thoroughly." At this unexpected and gracious speech, the Boys once more gave vent to their feelings, and made the welkin ring with another Royal cheer.

Before the Royal party left they inscribed their names in the Council Minute Book as follows:—

Arthur, Adelaide Young, John Young, W. P. Howland, J. S. Macdonald, Lieutenant-Colonel McNeill, Military Secretary, F. Turville, H. Bernard, A.D.C., William Morley Punshon, Anson Green, Edwin G. Curtis, A.D.C.

CHAPTER XV.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR COMMON SCHOOLS IN ONTARIO FOR 1869.

Circular to the Clerk of each County, City, Town, and Village Municipality in the Province of Ontario.

I have the honour to transmit herewith a certified copy of the Apportionment for the current year, of the Legislative School Grant to each City, Town, Village and Township in Ontario.

The basis of Apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the School population as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From

1862 to 1865, the census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The mode of paying these Grants has been altered since last year. They will now be paid by the Honourable the Provincial Treasurer on the Certificate of the Chief Superintendent of Education. These Certificates will issue immediately in favour of those Municipalities which have sent in duly audited School Accounts and Local Superintendents' Reports to this Office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, 26th June, 1869. EGERTON RYERSON.

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1869.

Cities.	Common Schools.	Separate Schools.	Total.
	$ cts.	$ cts.	$ cts.
Hamilton	1,610 00	380 00	1,990 00
Kingston	1,068 00	322 00	1,390 00
London	1,376 00	214 00	1,590 00
Ottawa	717 00	773 00	1,490 00
Toronto	2,945 00	1,505 00	4,450 00
	$7,716 00	$3,194 00	$10,910 00
Towns.			
Amherstburgh	141 00	108 00	249 00
Barrie	163 00	56 00	219 00
Belleville	477 00	190 00	667 00
Berlin	267 00	31 00	298 00
Bothwell	110 00	.....	110 00
Bowmanville	269 00	.....	269 00
Brantford	657 00	70 00	727 00
Brockville	308 00	130 00	438 00
Chatham	466 00	.....	466 00
Clifton	87 00	51 00	138 00
Cobourg	362 00	110 00	472 00
Collingwood	160 00	.....	160 00
Cornwall	203 00	.....	203 00
Dundas	197 00	111 00	308 00
Galt	358 00	.....	358 00
Goderich	359 00	.....	359 00
Guelph	423 00	154 00	577 00
Ingersoll	271 00	57 00	328 00
Lindsay	181 00	68 00	249 00
Milton	100 00	.....	100 00
Napanee	189 00	30 00	219 00
Niagara	157 00	67 00	224 00
Oakville	101 00	59 00	160 00
Owen Sound	269 00	.....	269 00
Paris	219 00	50 00	269 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1869.—*Continued.*

Towns.	Common Schools.	Separate Schools.	Total.
	$ cts.	$ cts.	$ cts.
Perth	210 00	69 00	279 00
Peterborough	291 00	141 00	432 00
Picton	168 00	71 00	239 00
Port Hope	438 00	.....	438 00
Prescott	140 00	109 00	249 00
Sandwich	150 00	.....	150 00
Sarnia	234 00	.....	234 00
St. Catharines	432 00	264 00	696 00
St. Mary's	292 00	61 00	353 00
St. Thomas	187 00	.....	187 00
Simcoe	155 00	19 00	174 00
Stratford	308 00	50 00	358 00
Whitby	236 00	62 00	298 00
Windsor	370 00	.....	370 00
Woodstock	365 00	.....	365 00
	$10,470 00	$2,188 00	$12,658 00
Villages.			
Arnprior	132 00	.....	132 00
Ashburnham	125 00	.....	125 00
Aurora	126 00	.....	126 00
Bath	66 00	.....	66 00
Bradford	120 00	.....	120 00
Brampton	185 00	.....	185 00
Brighton	130 00	.....	130 00
Caledonia	115 00	.....	115 00
Cayuga	82 00	.....	82 00
Chippawa	116 00	33 00	149 00
Clinton	145 00	.....	145 00
Colborne	96 00	.....	96 00
Dunnville	165 00	.....	165 00
Elora	158 00	27 00	185 00
Embro	70 00	.....	70 00
Fergus	139 00	21 00	160 00
Fort Erie	110 00	.....	110 00
Gananoque	170 00	.....	170 00
Garden Island	60 00	.....	60 00
Georgetown	154 00	.....	154 00
Hawkesbury	130 00	.....	130 00
Hespeler	105 00	.....	105 00
Holland Landing	76 00	.....	76 00
Iroquois	80 00	.....	80 00
Kemptville	114 00	.....	114 00
Kincardine	150 00	.....	150 00
Lanark	70 00	.....	70 00
Listowel	100 00	.....	100 00
Merrickville	105 00	.....	105 00
Mitchell	196 00	.....	196 00
Morrisburg	118 00	.....	118 00
Mount Forest	127 00	13 00	140 00
Newburgh	100 00	.....	100 00
Newcastle	98 00	.....	98 00
New Edinburgh	40 00	.....	40 00
New Hamburg	121 00	.....	121 00
Newmarket	125 00	40 00	165 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1869.—*Concluded.*

Villages.	Common Schools.	Separate Schools.	Total.
	$ cts.	$ cts.	$ cts.
Oil Springs	155 00	.....	155 00
Orangeville	95 00	.....	95 00
Orillia	130 00	.....	130 00
Oshawa	231 00	43 00	274 00
Pembroke	63 00	30 00	93 00
Petrolia	100 00	.....	100 00
Portsmouth	93 00	37 00	130 00
Port Dalhousie	135 00	.....	135 00
Preston	127 00	27 00	154 00
Renfrew	67 00	.....	67 00
Richmond	50 00	.....	50 00
Seaforth	90 00	.....	90 00
Smith's Falls	71 00	49 00	120 00
Southampton	90 00	.....	90 00
Stirling	96 00	.....	96 00
Strathroy	140 00	.....	140 00
Streetsville	85 00	.....	85 00
Thorold	152 00	62 00	214 00
Trenton	128 00	77 00	205 00
Vienna	97 00	.....	97 00
Wardsville	98 00	.....	98 00
Waterloo	160 00	.....	160 00
Welland	108 00	.....	108 00
Wellington	76 00	.....	76 00
Yorkville	185 00	.....	185 00
	$7,141 00	$459 00	$7,600 00

SUMMARY OF APPORTIONMENT TO COUNTIES, 1869.

Counties.			
1. Glengarry	2,048 00	280 00	2,328 00
2. Stormont	1,909 00	.....	1,909 00
3. Dundas	2,101 00	.....	2,101 00
4, Prescott	1,505 00	154 00	1,659 00
5. Russell	850 00	.....	850 00
6. Carleton	3,202 00	147 00	3,349 00
7. Grenville	2,141 00	51 00	2,192 00
8. Leeds	3,542 00	30 00	3,572 00
9. Lanark	3,237 00	11 00	3,248 00
10. Renfrew	2,571 00	55 00	2,626 00
11. Frontenac	2,675 00	179 00	2,854 00
12. Addington	1,815 00	59 00	1,874 00
13. Lennox	858 00	.....	858 00
14. Prince Edward	1,981 00	.....	1,981 00
15. Hastings	4,113 00	39 00	4,152 00
16. Northumberland	4,011 00	66 00	4,077 00
17. Durham	3,560 00	.....	3,560 00
18. Peterborough	2,494 00	45 00	2,539 00
19. Victoria	2,944 00	.....	2,944 00
20. Ontario	4,397 00	32 00	4,429 00
21. York	5,905 00	153 00	6,058 00
22. Peel	2,751 00	15 00	2,766 00
23. Simcoe	5,613 00	39 00	5,652 00

SUMMARY OF APPORTIONMENT TO COUNTIES.—*Concluded.*

Counties.	Common Schools.	Separate Schools.	Total.
	$ cts.	$ cts.	$ cts.
24. Halton	2,068 00	.....	2,068 00
25. Wentworth	3,168 00	42 00	3,210 00
26. Brant	2,248 00	.....	2,248 00
27. Lincoln	1,989 00	36 00	2,025 00
28. Welland	1,988 00	101 00	2,089 00
29. Haldimand	2,416 00	42 00	2,458 00
30. Norfolk	3,175 00	43 00	3,218 00
31. Oxford	4,719 00	.....	4,719 00
32. Waterloo	3,291 00	147 00	3,438 00
33. Wellington	5,238 00	320 00	5,558 00
34. Grey	5,410 00	224 00	5,634 00
35. Perth	4,063 00	80 00	4,143 00
36. Huron	6,143 00	68 00	6,211 00
37. Bruce	4,280 00	47 00	4,327 00
38. Middlesex	6,614 00	147 00	6,761 00
39. Elgin	3,331 00	.....	3,331 00
40. Kent	3,045 00	125 00	3,170 00
41. Lambton	3,072 00	48 00	3,120 00
42. Essex	2,329 00	33 00	2,362 00
District of Algoma	360 00	.....	360 00
	$135,170 00	$2,858 00	$138,028 00

GRAND TOTALS.

	$ cts.	$ cts.	$ cts.
Counties and Districts	135,170 00	2,858 00	138,028 00
Cities	7,716 00	3,194 00	10,910 00
Towns	10,470 00	2,188 00	12,658 00
Villages	7,141 00	459 00	7,600 00
Res. for arrears and new Schools	.....	395 00	395 50
Apportionments of '68 paid in '69	225 00	183 50	408 50
	$160,722 00	$9,278 00	$170,000 00

CHAPTER XVI.

DISPROPORTION IN THE LEGISLATIVE GRANT TO SOME GRAMMAR SCHOOLS IN 1869, AS COMPARED WITH THE GRANT TO THE SAME SCHOOLS IN 1868, AND THE CAUSE OF IT.

In making the Apportionment to the Grammar Schools for 1868, (in the absence, on his Holidays, of the Chief Superintendent of Education), I was much surprised to find that, although adopting the same basis of distribution as in 1868—average attendance at the Schools—the disproportion in the Grant to some Schools for 1869 was much greater to the same Schools

than for 1868. The cause of it I found to be, (on examining the Returns from these Schools), that they had strictly adhered to the Law and Regulations in the admission of Pupils, while the other Schools had, in order to increase their average attendance, admitted large numbers of Girls to nominally study Latin and Greek, so as to increase that attendance. I, therefore, addressed the following Letter to Doctor Ryerson, who was absent on his Holidays:—

I. Letter to Doctor Ryerson from J. George Hodgins.

I have been so strongly impressed with the injustice that has been done to some of our best Grammar Schools caused by the admission of Girls into some of the Schools and not into others that, if it were possible for you to get some of the $2,500 voted last Session to distribute among them, by way of an extra Grant, it would be a great boon to them. Their case is something like this; They have not admitted Girls, and never did. Their standard of Education is high, and the results, in the work done by them, are most satisfactory. Girls have been crowded into the inferior Schools so largely that the Grant this year to the best Schools is very greatly reduced,—so much so, that the Boards are unable to fulfil their engagements with their Teachers. I will give you a few instances.

Grammar School.	Grant in 1868.	Grant in 1869.
	$	$
Galt	1,800	1,640
Toronto	1,740	1,330
Kingston	1,550	1,200
London	1,150	809
Belleville	900	650
Port Hope	746	520
Chatham	700	540
Brampton	672	400
Goderich	600	460
Totals	$9,858	$7,540

There are some others, but these are the principal ones. Now, if we could give to each of these schools from $50 to $150 each according to some general standard of results, which we could determine, it would be but bare justice to them, and would help them to get over this transition period of Grammar School legislation easily.

The Grammar and Common School Teachers Conventions are here in Session now, I said a few words to the Common School one yesterday, and, on your behalf, welcomed them to the Normal School Building. I am getting Doctor May to fix up, and open all the Museum Rooms for them.

Toronto, August 4th, 1869.

J. George Hodgins.

II. Doctor Ryerson to J. George Hodgins.

I am much impressed with the statistics, which you give in regard to certain Grammar Schools, and will do all I can to get the additional $2,500 Grant and distribute it among the wronged Schools.

From the Newspaper I have seen an account of the proceedings of the Teachers' School Convention. Doctor Nelles' Address, (which I have read twice,) is one of the most eloquent, comprehensive and suggestive, I have read for many years.

I was gratified to find that no error could be found in your Geography in regard to all Europe and America, or in regard to any thing of the least practical importance.

. . .

PEAK'S ISLAND, August 8th, 1869. EGERTON RYERSON.

III. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I have attended both Conventions of Teachers. Their spirit was excellent, and I think I succeeded in dispelling many false impressions, and creating a good feeling among them. Yesterday I went over with them on an Excursion to Niagara, and improved the opportunity of talking freely to them. The feeling was one of cordiality to the Department, gratitude to you for your exertions on their behalf, and high appreciation of the *Journal of Education*. Several told me that they had received and read it for years with increased pleasure and profit.

I also had half an hour's pleasant talk with the Honourable E. B. Wood on various things connected with the Office. I said nothing about our Salaries, but he said to me in a jocular way, "Well, the Doctor never made a greater mistake than to think I did what he attributed to me. It was the Premier, I had in fact his positive orders."

I met Sir Francis Hincks on the wharf, as he came up from Kingston. I expressed regret that you were not in Toronto to see him, he said that he would be here for some months and would then see you.

TORONTO, August 7th, 1869. J. GEORGE HODGINS.

IV. J. GEORGE HODGINS TO THE REVEREND DOCTOR RYERSON.

I was able to reduce the Printer's Account last month, partly by their contract, and partly by comparison with Lovell's Bill for similar work.

A Gentleman called to-day with a young Woman, a Teacher, who became involved in an arbitration suit, and has been mulcted in costs to a large amount. The ground of decision against her was that the Arbitration had no right to consider as a valid Agreement the Contract between the Trustees and the Teacher, because it had not a Corporate Seal attached to it. Judges Hagarty and Gwynne gave the decision, and held that the omission of the Seal failed to give the Teacher her legal status so as to recover by arbitration. I found by reference to Correspondence with us that we recommend her to arbitrate as the agreement was in due form and *bona fide* but had no seal.

The young Woman is an Orphan, and is unable to pay a tithe of the Costs, and she applies to see if the Department, having advised arbitration, would not contribute towards payment of some part at least of the Costs. I told her to Memorialize you on the subject, and that, if you felt that there was any good ground to do so, you would recommend her case to the Attorney General. She is in great distress, and I feel a good deal of sympathy for her.

TORONTO, August 10th, 1869. J. GEORGE HODGINS.

CHAPTER XVII.

ONTARIO TEACHERS' ASSOCIATION CONVENTION IN 1869.

On the 3rd of August, 1869, the Teachers' Convention of Ontario met in the Normal School Buildings, the Reverend Doctor Nelles, President, in the Chair.

On behalf of the Chief Superintendent, who was absent on his Holidays, Mr. J. George Hodgins, Deputy Superintendent, gave the Association a very cordial welcome.

After the transaction of routine business the Convention adjourned until the Evening when the Reverend Doctor Nelles, the President, delivered the opening Address on "The Importance of the Teacher's Calling," as follows:—

I shall occupy the time allotted me this Evening in offering some observations for our encouragement and guidance as Teachers. And, first of all, let me say, it is of importance that we think well of our calling. We cannot be too deeply impressed with the beauty, dignity and value of the Teacher's work. In every Profession the great secret of success is an enthusiastic concentration of effort. Nor has any one but an Apostle, or at least the successor of an Apostle, stronger reasons than the Teacher for magnifying his office. No doubt teaching has its less attractive side, and the quiet simplicity of the employment disguises from common view its real grandeur. The School House is often badly built, badly ventilated, and badly kept; the entire premises reminding one of Whittier's picture of the old Puritan graveyard.

> "With scanty grace from nature's hand,
> And none from that of art."

It seems from a paragraph, which appeared lately in the Newspapers that in the Townships of Ops and Mariposa, (I purposely mention the names,) the School Houses are not fit for stables, and I heard a Trustee in the School Convention of Northumberland, held a few months since, give a similar character to some School Houses in that County.* Again, the Schoolmaster is poorly paid; but though poorly paid, is none the less expected to render efficient service. An American Deacon once apologised to a friend of mine for his Pastor's Sermon on the ground that he was "only a Seven hundred dollar Preacher!" We commend this theory of indulgence to those other Deacons who manage the temporalities of our Common Schools. The children of the School are sometimes untidy in their persons, coarse in their manners, and either dull at learning, or quick at mischief, or perhaps both the one and the other. The results of an evil parentage and a bad home come out in the School-room; and while the iniquities of the Fathers are visited upon the children, the iniquities of both Fathers and children are visited upon the Teacher. On the most favourable supposition, the Teacher's life is one of hard work for body and mind, and second to none in that other element which, according to Doctor Arnold, kills sooner than work—the element of worry. And yet, despite all these things, and more that might be said, let us be proud of our

* In regard to Ops the Local Superintendent thus writes to *The Globe*:—"I beg to call attention to a paragraph quoted by Doctor Nelles, in his learned and eloquent opening Address to the Teachers' Association, in your City, in which the School-houses of Ops are said to be unfit for stables. The statement in that paragraph is much too general, as there are but three out of the eleven School-houses of Ops which are of a very inferior quality, all the others being of the best description—of Brick—large and commodious, and well finished. Even those three inferior ones will not stand long, under the enlightened offer from the Municipal Council, of twenty-five per cent. to each Section, to aid in providing suitable School Accommodation. By referring to the last Annual School Report, you will find that Ops is not far behind any of the older Townships in its efforts for education. Its competitive Examinations, at which $60 worth of Books obtained from the Department are annually distributed: its high Salaries offered to Normal and first-class Teachers; and the general interest manifested in the Quarterly Examinations by Parents, Clergymen and other friends of education, place it—and deservedly place it—amongst the most advanced Townships in the Province.

Profession. The ruder the materials on which we work, and the more repulsive the surroundings, the greater our praise. In our hands alone is the wand of the enchanter by which savages are transformed into men. Mechanics, and Farmers, and Lawyers, and Doctors, and Clergymen, and Editors, and Legislators—all are very useful members of society; but only when they have passed under the quickening touch of the Schoolmaster. In a new Country, especially, the great necessity is that of culture. The husbandman stands on the borders of a wilderness; before him are Trees, Stumps, rotten Logs, Rocks, wild Beasts and Vermin. He brings to bear his labour and skill, and in a short time the whole landscape is changed; the air is filled with fragrance of new-mown Hay; the Harvests wave in the wind; the Orchards are laden with Fruit; the Flocks and Herds graze in the Meadows; and the Ships traverse the Ocean bearing the produce of that husbandman's toil to feed the starving millions of other Lands. Not less abundant and of a still higher order is the return from that other tillage, so aptly termed by Bacon "the Georgics of the Mind." And although, in this agricultural Land, the wealth and prosperity of the people must mainly depend upon the soil, yet we remember also, that,—

"The riches of the Commonwealth
Are free strong minds and hearts of health,
And more to her than gold, or grain,
The cunning hand and cultured brain."

A good work is worth a thousandfold more when it bears the stamp of imperishability. It is not easy to build above the storms. The great Empires of olden time have passed away; the beautiful Temples have crumbled; the marble Statues remain only in fragments. Modern Empires and modern Temples will, perhaps, perish in their time. But when the Teacher gathers before him the children of his School and their bright eyes look up into his, he knows that though living in a world of shadows and of wrecks, there is in his presence and under his control the one substance in all the universe, out of which he may rear an imperishable fabric, on which he may carve lines of beauty that shall defy the pittings of the rain, and under whose dome shall resound the music of an eternal song. The immortal mind, with its apprehensions of truth; the immortal mind, with its energy of will; the immortal mind, with its gorgeous dreams that do but prophesy yet more gorgeous realities; the immortal mind, with its pure affections and sympathies clinging like the tendrils of a vine to the Infinite Unknown; the immortal mind, with its ever-enlarging capacity for progress and enjoyment; this is the enduring monument of the Teacher's toil, and this his ample reward.

Effect of the Diffusion of Education.

It is the glory of our age, and especially of this Land, that educational advantages are widely diffused. In eminent examples of mental power we may never surpass the giants of other days, but the culture of our time has an infinitely higher praise in that it reaches the people at large, stretching its impartial hand to those who, among the most highly cultivated nations of antiquity, would have groaned in ignorance and bondage. The light which once illumined only the mountain peaks, now floods the plains, and finds its way into the valleys. Under this diffusion of light, the noxious vapours are scattered; the ghosts troop home to churchyards; witches, hobgoblins, and a thousand "gloomy spectres of the brain," with a thousand physical evils, are driven away. What a famous Monarch once prayed for, "that every peasant might have a fowl in his pot," has become a reality, at least, in America; and what is more, every Peasant has, or may have, his Newspaper and his Bible, with the Common School and Sunday School for his children. Here, at least, we have the groundwork of national weal and the first great stride toward the Millenium. Thus the range of the Teacher's influence has widened to the universal brotherhood of man. Like the Preacher of the

Gospel, he has become the friend of the poor, the liberator of the Slave, the solace of the weary, and the instrument of a new social order. The love of freedom was not less strong in ancient times; but the conditions of freedom, the School-room and the Printing-press, these were wanting. Men died for liberty; yet liberty died also. They could repel external aggression, but could not resist internal dissolution. An army of Schoolmasters is found to be better than an army of Soldiers. We eulogise Christianity as the last best gift of Heaven; and we do well. But one of the chief peculiarities of Christianity is that it begins and advances only by means of popular instruction. The old Pagan Religions amused the people with shows and corrupted them by superstitutions; Christianity comes to them with a revelation of truth, and by her never-ceasing appeals to the understanding and conscience, compels every system of Worship to make good its claims as a "reasonable service." She alone of all Religions demands and creates the Schoolmaster; she alone does not fear him when he appears. This appeal to the court of reason in matters of faith is not, indeed, without its perils. All progress is full of peril, and the drift of much of modern thought is well calculated to give perplexity and alarm to serious minds. The age is calling with a cry of anguish for the man who shall break "the word of reconciliation" to the warring forces of the Church and the School. The voices of a thousand would-be peace-makers do but add to the clamour of the strife. Yet, no one whose opinion is worth hearing, imagines that peace shall come by the slumber of slavery of the intellect. Nay, rather let us hope that as the continued exercise of political freedom is the best security for political order, so the exercise of thought and the universal diffusion of knowledge will eventually bring only greater honour and stability to the true Religion.

We are Improving in Methods of Education.

We shall, I think, do well to cherish a strong faith in the improveability of educational methods. It was said by Doctor Johnson, that "education was as well understood in his day as it would ever be." With all deference to so great a name, this must be set down as one of the many absurd sayings of famous men. There are always some who despair of progress, and who frown upon all experiments, however judicious. Some doctors will kill, or cure, only with the old drugs; some religionists are wedded to the old forms and hackneyed phrases—

> "Hollow creed and ceremonial
> From which the ancient life has fled;"

Some politicians cling to the dear old abuse because it has come down from their fathers. Copernicus and his new Astronomy; Columbus and his new Geography; Jenner and his Vaccination; Harvey and his Circulation of the Blood; Stephenson and his Locomotive; all in their turn have had to fight their battle with this "old King Clog," the god of the timid, the superstitious, and the lazy. Nevertheless, "King Jog," as Mackay calls him, generally wins the battle at last.

> King Clog was a mighty monarch,
> He sat on his lofty seat,
> With his golden crown and his ermine gown,
> And his courtiers at his feet.
> His power seemed firm as the mountains—
> Inert, but strong was he;
> And he ruled the land with a heavy hand
> And a placid tyranny.
> And whenever a boon was asked him,
> He stared with a calm amaze,
> And said: Ye foolish people,
> Ye must stand on the ancient ways.

And he folded his arms on his bosom,
And slept, and never heard
The measured beat of the trampling feet,
And the oft-repeated word
That came from the solemn conclave
Of the people, met to plan
Some better laws, to aid the cause
Of the happiness of man;
Nor the voices loud resounding.
Like waves upon the shore,
That proclaimed to the listening nations
That Clog should rule no more.

But Jog, the next Successor,
Who understood his times,
Stepp'd on the throne:—Father, begone;
To linger is a crime.
Go to thy bed and slumber,
And leave the world to me:
Thy mission's done; thy race is run—
I'm ruler of the free.
So Clog retired, obedient,
And Jog, his son, was crown'd.
We hope he'll govern better—
And so the world goes round.

Thus, notwithstanding the dictum of the great Lexicographer, I hope you will take the side of King Jog rather than of King Clog. Believe in the possibility of something better, "and better still, and better thence again, in infinite progression." Lord John Russell told the Reformers of England a few years ago that the time had come to "rest and be thankful." In educational matters the true motto is to be thankful and rest not. It will be time enough to talk of resting when we have reached something like a settled science of the mind and an education in harmony with that science; time enough to rest when the leading Educators in Europe and America have come to something like agreement as to what should be taught, how it should be taught, and when it should be taught; what place should be given to Physical Science, and what to Languages; what to Ancient Languages and what to Modern; how far the Curriculum should be uniform, and how far varied, or special, or optional; what should be done with the Girls, whether they should be taught like the Boys, or otherwise, whether with the Boys or away from them; whether, with Mill and others, we are to take up in defence of Woman's rights and adopt new views of education to correspond; or whether we are to resist these notions as dangerous heresies leading back to chaos; these are but a few of the questions which remain to be answered, and which, on one side, or the other, we are practically answering for good, or evil, every day of life. It belongs to the Teachers of the land, as men of thought and experience, to have well-considered views on these matters, and in all suitable ways to press home their views on the public mind. And in this respect the practice of our Chief Superintendent may be commended, in that he not only travels to study the Educational Institutions of other Lands, but visits from time to time the various Counties of our own Province, to discuss with the people face to face the operations of our System of Public Instruction, and to elicit especially the opinions of Teachers and Trustees.

THE ART OF READING—WHAT MAY YET BE DONE.*

Before leaving this point, I wish particularly to mention one striking proof of what yet remains to be done in even the most elementary parts of education: I refer

* See the remarks on Reading by Mr. Lewis on page 298.

to the Art of Reading. We sometimes collect statistics to show what proportion of the population can read. We mean by this what proportion can gather something of the sense of an Author for themselves; but if we speak of the proper and effective reading of an Author in the hearing of others, then there must be a vast alteration of our statistics. In this sense how many men are there in Canada who can read? How many even of educated men? How many of College Graduates? How many of the Professors? It is a poor solace to know that it is as bad elsewhere as in Canada. Every thoughtful mind must rejoice in the recent awakening of a new interest on this subject. These popular readings are yet destined to do much for the improvement and entertainment of the people. A talent for public speaking has always been a power in the earth, but the capability of adequately rendering, I say adequately rendering, the words of another, is scarcely less valuable. Genius is a rare gift, but to read well is to put the world in possession of the fruits of genius. Shakespeare, Milton, Tennyson, Macaulay, and all the great masters of prose and song are made to speak to us with the living voice. The sympathy of many hearts redoubles the power of what is said, and we rise to a higher sphere of thought and feeling, as by a kind of enchantment. Thousands pour with delight over the pages of Homer, but Homer as he thrilled the heart when sung by the Rhapsodists of old, this is a pleasure enjoyed no more. One Printing-press is doubtless worth ten thousand wandering minstrels, but if some one would invent a Press for the manufacture of good readers, we should have, if not another revival of learning, what is not less to be desired, an enkindling of a new intellectual life in the breasts of many who have heard indeed the names of our noble Poets, but who have never yet learned to love, or enjoy, them. I speak especially of the Poets, for of all writing, true poetry lies perhaps nearest to the common heart, and is best adapted to furnish a counterpoise to many of the dangerous tendencies of the age. A celebrated Elocutionist, when asked who taught him to read, answered, "My Mother;" and, as a general rule, women read better than men, as they also speak better English. The cause of this fact, and the use to be made of it, I must leave for others to show; but I commend the whole subject to the careful study of the Members of this Association.

Trammels of System—Cautions.

Having spoken of improvement in Systems of Instruction, permit me to caution you against the trammels of system. There is some danger of "red-tapeism" even in the School Room. The good Teacher will observe closely and handle tenderly the idiosyncrasies of children. Nature gives us only individuals, and no two alike. Classification is man's work, and is always a kind of mutilation of the fact. The abstractions of the system builder are often as misleading as the fancies of the Poet—both the one and the other needing to be corrected by constant reference to the actualities of life. All children may have the same faculties; but these faculties are combined in innumerable ways. As soon expect precisely the same cast of countenance as precisely the same bias of mind. An Oriential Shepherd distinguishes his sheep by their faces; in this Country a clever Farmer can distinguish a black sheep from a white one, or a sheep from a lamb. Most Schoolmasters can do better than that as regards the body; but the colour and shape of the immortal part often escapes them. "Best men," says Shakespeare, "are moulded out of faults." The faults of the child are often a clue to his capacities, and the germs of what might be his virtues. But how much skill is required to make the transformation? It is impossible by education to run children like bullets all in one mould, and it would be no addition to the charm of life could it be done. Symmetry of culture is well enough; but nature has her own types and laws of symmetry which we must study and not force. I invite your attention to the following passages from the last work of Mrs. Stowe:—

It was the fashion of olden times to consider children only as children pure and simple; not as having any special individual nature which required special and in-

dividual adaptation, but as being simply so many little creatures to be washed, dressed, schooled, fed and whipped, according to certain general and well-understood rules. The philosophy of modern society is showing to Parents and Educators how delicate and how varied is their task; but in the days we speak of, nobody had thought of these shadings and variations.

Again: "I was reading Mr. John Locke's Treatise on Education yesterday," said Miss Mahetable. "It strikes me there are many good ideas in it." "Well, one live child puts all your treatises to rout," said my Grandmother. "There ain't any two children alike; and what works with one won't with another. Folks have just got to open their eyes, and look and see what the Lord meant when he put the child together, if they can, and not stand in his way." We learn from the biography of Prescott that he could never get up his Euclid except by committing to memory the words of the Book, a form of recitation from which his Professor thought it as well to excuse him. How far these peculiarities are to be humoured is indeed a nice question; but this is no reason why we should wholly ignore them. The Parent will sometimes ask a Teacher, "What shall I make of my Boy?" After three, or four, years' acquaintance, a Master of the Grammar School, or a College Professor, should have something more than a random reply to such a question. Such is the diversity of human pursuits that there is room for the widest diversity of taste and talent, and the success of life is often marred by the stupidity of those who, determining to make Mathematicians out of Prescotts, deprive the world of much fine literature, or other valuable products, and add nothing to the progress of Mathematics. Education is a preparation for life, and the most useful lives are those which concentrate a man's powers mainly in one direction, and that according to the star under which he was born.

Appeal to Higher Motives—The Rod.

My last observation is that the Teacher should appeal as much as possible to the higher motives. Fear, as an instrument of discipline, is not to be disregarded. I would not have a Teacher say to his School, "I never flog." Philosophers tell us of what they call "latent consciousness." There should be in every School a latent consciousness of the Rod, and this will need occasionally to be developed, and as it were brought to the surface by a vigorous application of the Rod to some dozing offender who may be taken as a kind of "representative man." But the best Teacher is one who secures good order and progress without much flogging. Let the formula be the maximum of progress with the minimum of whipping. It is easy to flog, especially for a big man to flog little children; it is natural to flog; there are so many temptations to flog; so many occasions on which this method seems to be necessary, that it becomes with some Teachers a kind of "royal road to knowledge," a sort of catholicon to cure all diseases, like "Radway's Ready Relief," or other nostrums of the day. That dull boy must be flogged, though possibly his dullness may be but the slow development of great powers which flogging will not hasten. That Truant Boy must be flogged, although a proper system of Gymnastics and recreation might have prevented his playing Truant. That tardy Boy must be flogged, though his tardiness may have been the fault of his Parents. That equivocating Boy must be flogged, though his equivocation be the result of timidity, which flogging does but increase. Some Teachers seem to think they best discharge their obligations by discharging the big Ruler at the heads of the children; according to others, the tree of knowledge is the Birch. The old adage warns us not to flog when angry; but the fact is the presence of anger and the absence of moral power are chief causes of flogging. The true Teacher will love and reverence children, and feel his way as quickly and skilfully as possible to their better nature. Fear, at best, is only an instrument; but the love of knowledge, self respect, respect for Teacher and Parent, the love of excellence, the sense of right, these are not only higher instruments, but ends in themselves. To appeal to them is

to evoke them, to establish them as living forces of the soul. The worst thing a Teacher can do is to lose faith in children, and to let them see that he has lost faith in them. By despairing of them, we teach them to despair of themselves. Let us rather cultivate an invincible trust, and by that trust enkindle hope and aspiration. How much better to praise a child for his merits than to scold him for his faults! It is said of that prince of Educators, the great Doctor Arnold, that he never seemed to doubt a Boy's veracity, and that for this reason no Boy ever told him a lie. Not unfrequently the surest way to reclaim a vicious Boy is to give him an errant, or office, of trust. Here lies the great test of the Teacher's skill, in this discovery and development of the dormant capacity of children for higher and better things. The instrument that lies dumb, or yields only sounds of discord in the hands of the tyro will pour out floods of melody under the touch of a Master. The General on the field of battle speaks not to the Soldier of his sixpence a day, or of the lash, but of honour, of country, of fame, of duty; speaks to him as a man and he becomes one. Thus the most grovelling natures are found to have within them the slumbering instincts of heroism. The greatest Teachers, like the greatest Commanders, have the power to enkindle this enthusiasm. The time will come when we shall hear no more of irreclaimable children, or even of irreclaimable men. Experience has shown that men hardened by long years of vice may be reached and restored to virtue—restored not by every untutored or half-hearted meddler, but by the man of large sympathy and special aptitude for the work. As the Prophet, stretching himself upon the Widow's child, called back the flush of health and the power of thought, so there is a way by which life may be awakened in torpid and degraded spirits. The Teacher, like the Physician and the Preacher, must be able to "minister to a mind diseased." Were his sole aim the training of the intellect, he would still need to remember that intellet is never alone, but sends its roots down into the heart, that underlying soil of sentiment which needs to be stirred and enriched by a wise tillage ere the better fruits of thought can be made to grow. Especially in the moral and religious sentiments will we find influence to quicken and guide, which we shall seek elsewhere in vain. Other impulses, however innocent or useful, are, after all, but fitful and partial; it is duty alone that sways the soul as a sovereign, administering a wise and just authority to every part of our nature; from her sanctuary alone come the great elements of beauty and strength which make up the true culture and render the character well rounded and complete.

"Stern Lawgiver! yet thou dost wear
The Godhead's most benignant grace;
Nor know we anything so fair
As is the smile upon thy face:
Flowers laugh before thee on their beds,
And fragrance in thy footing treads;
Thou dost preserve the stars from wrong;
And the most ancient heavens, through Thee, are fresh and strong."

On the motion of Mr. Dixon, a hearty vote of thanks was awarded to the President for his eloquent address.

3. PROCEEDINGS OF THE ANNUAL CONVENTION OF THE ONTARIO TEACHERS' ASSOCIATION.

In opening the proceedings of the ninth annual convention of the Teachers of Ontario, the Reverend Doctor Nelles, the President, thanked the Association for the honour they had done him in appointing him to the position he occupied. No doubt they were all thoroughly prepared to discuss the many important questions on their Programme. There were some of them very important and some of them rather com-

plex, but a question well put was half answered, and he hoped it would be the case in the course of their Meeting. He then introduced Mr. Hodgins, Deputy Superintendent of Education for Ontario.

Mr. Hodgins said it afforded him very great pleasure to see the President in his present position, as he had long regarded him one of his oldest friends, and also on account of his well-known fitness to fill the position which he now occupied. He regretted the absence of the respected Chief Superintendent of Education, the Reverend Doctor Ryerson, who was at present absent from the City. On his behalf, however, he (Mr. Hodgins) welcomed the Teachers for the first time to the Normal School Buildings, in which to hold their Meetings during the Convention. Although the Museum was not then in the best order, he would take pleasure in throwing it open to the Members on the following day. He then referred to the great advantage to be derived from such Conventions, when important matters could be discussed by practical men. For if the discussions were carried on intelligently, no doubt the very best results would accrue. As an illustration, he dwelt upon the importance of having a thorough elucidation of the principles of School Discipline. This lay at the root of the success of their system of teaching; and though it had been largely treated by many erudite and eminent men, it was probable that more good would result from their Meeting and discussing the matter eye to eye, and it would be of more use than any mere theories. He said, in conclusion, that the possession of genuine Religious principles on the part of the Teacher was the true basis of School Discipline.

Should the School Age be Six Years?

The first subject propounded for discussion was:—Is it desirable that the minimum school-age should be six instead of five? Mr. King opened the discussion. He said, "The time at my disposal will only allow of my referring to one, or two, of the principal reasons why such a change is desirable. A primary reason is, that injurious mental and physical effects accrue to such young children from a too early application to study, connected with too long a period of confinement in School. A secondary reason is found in the economical, or pecuniary, advantage arising from fixing the age as proposed. The conclusions arrived at have been induced by extended personal observation and inquiry, the testimony of many excellent and experienced Teachers, and the expressed opinions of able and eminent Medical men. With reference to the first of these reasons, I conceive education to be the instruction, or guidance of the mind. It may arrive at maturity, but instruction civilizes it. The mind depends for its action upon the brain. The brain is a wonderfully complex organ, extremely delicate, very liable to disease, and easily injured. This is true in regard to the fully developed brain; much more delicate, and liable to injury and disease, is the brain of the growing child. Thousands of young minds are stunted, and permanently dwarfed, by too early application to study. Task the mind during the earlier years, and you will not expose the child to a greater risk of a disordered brain, not only it may be lay the foundation for a morbid excitability of brain, that may one day end in insanity, but you debilitate its bodily powers, and by so doing, to all intents and purposes, the mind will eventually be a loser in its powers and capacity. Why, sir, just fancy—indeed I need not say fancy, for it is a matter of fact, that may be perceived almost any day by visiting the primary departments of our City, Town and Village Schools—a Class consisting of a number ranging between 75 and 130, of whom, perhaps, not a dozen exceed seven years of age, and 2-5ths of whom in all probability have not reached their sixth year, huddled together on long benches, in too many cases so high that the children's feet do not touch the floor, the weight of their extremities causing curvature of the bones, compression of the vital organs by the inclining posture, kept in silence by the look, promise, threat, or Rod of the Teacher, prevented from inhaling sufficient, good, pure air by too long and quiet confinement. What holds good in

regard to these Schools, holds true in regard to rural Schools, save in numbers. What would the Members of this Association say in favour of the continuance of such a system if compelled during our deliberation to be seated in a similar posture. Again, my impression is that a child entering School at the age of seven years will, in nine cases out of ten, when at the age of ten years exceed in its ability to learn, and in the knowledge it has obtained, that of a child naturally of the same temperament and physical power which began school at the age of 5. In regard to the second reason, or the economical view, I think an approximation sufficiently near for all practical purposes may be obtained. In the Waterloo Central School, with an attendance last year of 410, there were admitted 25, the age of each was just 5 years, and 30 who had not yet attained their 6th year, or 55 in a total of 410 under six years of age, a little more than one-eight of the whole. I think it will not exceed the bounds of probability to suppose one-tenth of the Pupils attending the Common Schools in Ontario are less than 6 years of age. In 1867, the total number of Pupils was over 400,000, then 1-10th of this or 40,000 children were attending School that year under six years of age. But allowing 80 such pupils to a Teacher, it will require the employment of 500 Teachers, the Class Room and furnishings for 500 such classes, placing all the expenses at the low sum of $400 per class, and we obtain $200,000, and this with an arthmetical ratio of increase which will give, double that number and twice the expense; or, in other words, adding annually about 40,000 immature minds to the list of those that have already been subjected to that dwarfing, stunting influence. If it be true that by fixing the age of admission at six instead of five, no real loss of time in the instruction of the child results, but rather a fuller development of the faculties, a stronger mind, a more perfect child, and at the same time a large decrease in the annual expenditure for school purposes. Mr. Dixon thanked the essayist, but did not agree with him altogether. True, bad School Houses and bad Teachers might have a bad effect on children attending School of five or six years; but these bad effects were not essentially necessary, and could easily be avoided. He would go for sending children to school at four years of age, provided the Pestolozian system were followed a little more. Mr. McCallum was inclined to agree with the Essayist in the present circumstances of the Schools. They were not fitted in any way for children of five or six years of age; but if the Schools were constructed and their system adopted to the necessities of children of that age, he did not see any great objection to their being at school even at four. Mr. Miller agreed with the sentiments of the Essay, and thought seven the best age to go to school. Mr. Scarlett gave it as his opinion that in ordinary circumstances, if two children, the one 5 years and the other 8 were sent to School together at the age of 11, the latter would surpass the other in vigorous intellect. The President said they were too apt to suppose that there was no learning but Book learning. History disproved this, for they had heard of many great men who could not write their names, which showed that there was a great deal to learn at the feet of Dame Nature as well as in the Common School. He sympathized considerably with the views of Mr. King. Mr. Hodgins did not think they should lay down a general principle like this founded on evils which could be removed. Let them improve their School Houses and allow children to attend at four, if people wished it. To show that young children could thoroughly enjoy themselves in school at that age, he referred to the Infant School of the Normal School at Dublin, and an Infant School at Montreal,* of both of which he spoke in high terms. He would be sorry were the Convention to lay down the principle proposed; but if they could give a practical turn to the matter, by suggesting something to remedy the evils referred to introduced into the new law, they would confer a lasting benefit on the Country. He urged the necessity of providing better School Houses, and contended that it would be better to send children to school at five years than keep them till six or seven, because if they were educated for a couple of years on the streets in the Cities and large Towns,

* For an interesting account of this school see *Journal of Education* for September, 1868, page 132.

the Teachers would have a very bitter task before them. The Street was a bad School for children between four and seven years of age, and an Infant School was, therefore, a necessity. Mr. Alexander favoured sending children to school at the age of seven, or eight. He referred to a lad who entered his School at seven years of age, and in six months he outstripped all those in his Class. Mr. Treadgold thought the School hours were too long, and Trustees had no power to alter them. [This is a mistake, see note † below.] Their playgrounds were also generally too small for any practical use. Mr. Watson did not at all agree with the views of the Essayist; for, were they introduced into their School System, the effect would be to do away with education in rural districts pretty much altogether. When a Farmer's child comes to be nine years of age, he becomes worth money, and is put to work; so that, if they were kept out of School till they were seven, two year's would be all the education they would receive. Doctor Crowle advocated the appointment of special female Teachers for young children, who could successfully give object lessons. He deprecated the long hours so much in vogue. Nothing horrified him so much as going into some Schools in the middle of Winter. The windows all closed—the Stove red hot—the Atmosphere putrid. With regard to length of hours, he had set the supposed Law at defiance, and had regulated the hours of his School as he considered best suited to the health of the children and the interest of the School.* He had introduced a system by which children were kept in School very much according to age. He maintained they could not lay down a general principle like this; for of two children in a family, the one five years of age might, by its mental and physical vigour, be better able to go to School than the other at 7. Mr. King said, notwithstanding all that had been said, their hours were too long. They must take things as they are, and apply the remedy, and not dream of impossibilities which they would never realize.

Our Text Books on Geography.

Mr. McAllister, in opening the debate, said that the first necessity to a good Geography is that it should afford full, distinct and comprehensive knowledge of the internal construction of every Country, its products, etcetera. The second necessity he considered to be full and luminous treatment of the political institutions of the various Countries, how these agree with and how they differ from other countries. In speaking of Hodgins' geography, he thought it had good and bad qualities. It gave generally a good notion of the relative sizes of Countries; was tolerably good as regards giving position, climate and illustrating animals and buildings by means of plates. This last feature he considered a capital idea, and often roused the curiosity of children to further research both in Animal and political history. These were its virtues, but it had its failings. The first of these was the want of descriptive matter in it. The classification of the rivers was north, south, east and west—flowing rivers. He failed to see any reason for the classification. He made these remarks not in any carping spirit, but out of a pure desire to have the very best Text Books possible. In conclusion, the speaker said that he did not much believe in Geography Text Books at all. Mr. Archibald said that the last idea enunciated by Mr. McAllister should have guided him in his remarks, for it was evident that it would take a very good Book indeed to satisfy him. He agreed with the idea of dispensing with Text Books altogether. The Chairman said—Geography is a terrestial subject, but a "heavenly study,"—a remark of Edmund Burke. Mr. McCallum advocated large maps, practice in map drawing, and the throwing an interest around the subject by illustrating it by products, imports, etcetera. Mr. Dixon thought the study of geography should begin and be confined for some time to a particular locality. They might begin with the Town, or Township in which the School was situate, and having mastered it in all its details, they could spread outward. Mr. Crawford thought the Book a great

* It should be remembered that the Official School Regulations authorize the Trustees to fix the number of school hours for each day's teaching. They may be two, three, or five, but cannot "exceed six."

improvement on what they had before. The author was a countryman of their own, and they should support and adopt the Book, for they could not get a better. Some members urged that they should give some definite expression of the opinion of the Convention relative to the book; others thought no uncertain sound had been given respecting it.

Cultivating the Voice, and Reading with Expression.

Mr. Lewis read an elegant and practical Essay on "how shall we teach good reading?" It was necessary at first to define the term—good reading. As far as it went the popular view of the subject was correct. It defined good reading to be correct and elegant pronunciation, and the Teacher who secured this end had done much to save a language from corruption. Good reading, however, embraced other objects than this. It means something higher than conveying by ear the exact words of an Author. Good argumentative reasoning and earnest passion had each a music of its own, which the modulations of the cultured voice interpret and realize to the hearer. The mistake was to suppose that reading was something different from speaking. The terms in spirit and design were synonymous, and the reader must be to his audience, in every respect, a speaker and not a reader. The most philosophical subject must be read not only with correct pronunciation, but with life-like tone and spirit, while the creations of poetry—where character and passion were to be realized—must be read with dramatic effect and fire. He believed the Council of Public Instruction had these objects in view when they sanctioned the introduction of those admirable selections of oratory and poetry contained in the Fifth Books for use in our Public Schools. The terror of Belshazzar, the sublime courage of Daniel, the heavenly grace of Portia, the consummate oratory of Mark Antony, must be impersonated by tones and looks to be read with effect. It is true it demanded dramatic taste and conceptive powers to do this. But the frequent study of such passages would create the taste and develop the imaginative power. Such culture was especially desirable in our Common Schools. There we had the children of the toilers, whose after life, destined to the drudgery of material labour, would be elevated and brightened by the enjoyment flowing from this culture. Correctness of utterance was doubtless the first object to be aimed at. But even in this respect our system was marked by lasting defects, and unintelligible, indistinct utterances pervaded alike the speech of private life, of the forum and of the pulpit. The cause and the remedy lay with the Teacher. We drill our pupils to name the letters, and never teach them to practice the sounds. Here was the cause. Correct utterance required correct vocalization and finished articulation. Every mis-pronounced word should be corrected by sounding the elementary sounds, and Teachers would find it an excellent practice, securing great distinctness and carefulness to make the Pupils sound the elements and syllables of words backwords. But all this finish of utterance would be lifeless sound without the music of intonation. In childhood, the voice was read by its intonation, proclaiming in its modulations every thought and feeling; but the teachings of the school, and the examples of instructors of every kind perverted the gifts of nature. Let the first exercises in reading be associated with some of the practice of the Music Master. Let the pupil be practised in vowels' sounds by a system of musical notation, regard being paid to the swell of the voice and to full purity of tones, while constant attention should be paid to the culture of the ear in distinguished pitch and force of voice. In addition to this practice, whispering practice in utterance would not only be found valuable in securing distinctness, but in giving strength to the vocal organs. Probably one of the most important elements of good reading was the power of inflection. No reading, or speaking, could be expressive without it. In childhood it was admirably developed. The method of practice, to preserve, or recover, the natural flexibility of the voice, was to run through the gamut by concrete, or unbroken, sounds, taking first the vowels and syllables and words for the exercise. The practice should vary from

ditones to the full octave, and the pupil trained to distinguish between ditones, thirds, fifths, and octaves. Mr. Lewis then gave some of the principles of intellectual reading, especially for guidance in the use of emphasis, inflexion, and rhetorical pauses. All these conditions of good reading being secured, the study and thorough understanding of what was read became necessary. What he urged was the culture of the noble Mother tongue—the language of home, of labour, of the Senate, and the House of God. To use it well in utterance, was to do it the best service. Public reading had a new field of usefulness before it. It was to be made the interpreter of a literature scarcely yet known to the common people. With the Teacher lay the making of the future orator and reader. This improvement was necessary to the pupil, and would exalt the solemn ministrations of religion; while, in supplying the private circle and public hall with the intelligent and delightful enjoyment of good reading, we should lessen the dangerous attractions of dramatic entertainments, and strengthen the task of the people in the direction of virtue and refinement. Doctor Nelles congratulated the Meeting on having had the opportunity of listening to so admirable an Address. Mr. Dixon, stated that the New York Association had sent one of their members as a deputation—Mr. Barker—last year President of the New York State Convention. The President introduced Mr. Barker who, after a few general remarks, said, he agreed with the principles laid down by the Esayist. In their Schools in New York the reading was in general miserable; they could cipher and construe, but they could not read. Three things were the essentials of good reading; a cultivated voice, a cultivated intellect, and a cultivated soul; with these any man would be a good reader. Mr. Barker then gave a sample of how he read, and he usually read, he said, just as he talked. The pieces were, "Ordering a Picture," and "Dennis Green on his Flying Machine." Mr. McCabe, LL.B., moved thanks to Mr. Barker for his Address, which was heartily adopted. Mr. McCallum thought that neither Mr. Lewis nor Mr. Barker had gone to the root of the matter. They had shown what good reading was, but they had not shown how the process was to be arrived at in School. He thought the evil was a domestic one, and the cause of so much bad reading was the teaching at home, and impressions the child received from its mother. He suggested that the paraphrasing system was a very valuable one. Mr. Dixon thought the reason for so much bad reading amongst children was bad teaching on the part of the Teacher. He did not agree with the Essayist that music and reading were so closely connected as the essay indicated. The best reading he had ever heard was in Oswego Normal School, where not too analytical, but the imitatory system was carried on. Mr. Tamblyn urged that the monotone, so characteristic of school readings, was not acquired at home, but in the School. He thought sufficient time was not given in the Grammar Schools to the teaching of reading. Mr. Treadgold thought the intellectual system should be adopted, and every word should be thoroughly explained to the child before he reads it, and then he would read both intelligently and with interest. Mr. Alexander did not see, with the time their children had to attend School, how so much time could be devoted to reading as had been indicated by some of the Members. Mr. Brine, who said the question resolved itself into three questions—When, where, and how. As to the last, he argued for a more general introduction of Singing into Schools, as a help to producing good reading; and held imitation to be the most efficacious means by which readers will attain to be good readers. Mr. Miller also advocated a greater attention to the musical education of the children of Ontario. Another good help was to devote an afternoon once a week to special readings and declamation, the pieces being selected by the children, according to their peculiar tastes. He thought, likewise, that public exhibitions, if properly conducted, might be made a powerful means to develop the faculty of reading. Mr. Dingman observed that timidity was a great impediment to good reading among children. Mr. McGann thought the lack of the study of physical science lay at the bottom of the evil. Mr. Scarlett held, that, if a child was allowed to leave the First and Second books without having imbibed the principles of good read-

ing, the evil would never be remedied. He also held that imitation should be extensively employed. The Teacher should be a good reader himself, and hold up to his Pupils a high model. Mr. Watson referred to the objection raised by some against Exhibitions, believing that they attracted the children away from their other studies. He urged Teachers to practice the lessons elocutionally before coming to School, just as they prepare themselves in other matters.

Best Method of Teaching History.

Mr. Miller opened the discussion, and in doing so remarked that he did not attach a very great importance to history—not so much as he did to Reading, or Arithmetic for instance. He deprecated the idea of cramming children with too many dates. They should begin with leading dates and leading events in the first course, on going over the history the second time they can cluster round these leading dates and events, others of a less important character, he argued that the history of each nation should be studied separately. He had great difficulty in teaching Canadian history. Mr. Hodgins' History was the authorized History at present, and it was a good work provided a great pile of statistics were required. He had adopted the practice of taking notes of history and of making the lessons interesting to the pupils, because if the subject were not made interesting it might not be attempted at all. He used mythology and biography, in order to throw a charm around the subject, and monthly examination and continuous supervision would be found of infinite value. He thought morality was not taught sufficiently in the Schools. The Teachers should pick out the principal characters in history, point out their virtues and their vices and lay them clearly before the School. By this method, the children would be taught to avoid that which was bad and practice that which was good.* Mr. McGann coincided with the remarks of the last speaker. Mr. Platt, of Prince Edward, did not use Text Books at all. Of course, to teach history without books required thorough preparation. He would endeavour to make everything he spoke of as interesting as possible. With the older children he would use notes as a means to fix the various facts and dates. Mr. Tamblyn's method with the elder children was to take some general subject, as the Reformation, and to ask questions on it of some scholar. If he failed to answer, he put a narrower question, being on some detail of the subject, and cultivated the spirit of emulation amongst his pupils, by finding out who could tell most on each subject. On a day on each week he had a writing lesson on the History they had gone over during the week. This served two purposes: it made a capital exercise in Grammar, and served to fix what they had received. Mr. Treadgold would give dates first, and then cluster round these the facts connected with them. In touching any reign he would select a few great events, and then in revision go more into detail. Geography should be taught simultaneously with History; for in fact the latter could not be intelligently taught without the former. History, he found to be one of the best studies for cultivating emulation amongst children, and various interesting schemes could be put in operation to secure this. Mr. Husband taught History by placing lessons on the Blackboard, and then reviewed it at the end of the week. Mr. Archibald thought it would be better to teach the leading facts in history instead of reverting to the wars of nations. It would require a very cultivated mind to understand history thoroughly. It was only now indeed what the manners and customs of the people of the 12th and 13th century were before at all understood. Mr. McCallum would begin with the History of their own Country, proceed to that of England, and then go on to general History. He agreed with what had been said about Geography and Biography, for these were the two eyes of History. He thought the study of History a most valuable one; and there was something grand in living again with the noble old Romans and their valiant forefathers by means of history. Mr. Husband remarked that the subject had a direct and important bearing on the language of their Country.

*See the suggestion as to Friday Afternoon Talks with Pupils on Moral Subjects on page 120, Volume XX.

WHAT MEANS CAN BE ADOPTED TO INDUCE PUPILS TO PURSUE A PROPER COURSE OF STUDY AFTER LEAVING SCHOOL.

Mr. D. Ormiston opened the discussion and said that one great idea they should endeavour to impress upon their Pupils was that School Study was merely preparatory to something larger and broader. They should also keep up as much as possible a friendly intercourse with their Pupils who have left School, and encourage them to pursue their studies. They should urge upon Parents to supply their children with a plentiful supply of mental pabulum, and it was a fine exercise for a Boy to read to his Mother by the fireside when the day's work was over.

REPORT OF THE COMMITTEE ON GIVING PRIZES IN SCHOOLS.

Mr. Miller gave in a Report from the Prize Committee. The Committee recommended the judicious giving of Prizes, and that they should be given according to merit. The "Prize system" was a fundamental principle of every-day life, and if it was correct in the case of men, it must be correct in the case of children. All their Universities had their Scholarships and their Honours, and these undoubtedly stirred to active labour. A benefit incidental to their Prize system was the fact that they were instrumental in diffusing wholesome literature into houses where no such Books would otherwise be. This would create a taste for reading. Mr. McCallum was strongly in favour of Prizes. Of course the great thing was the proper distribution of the Prizes. In each division he had five Prizes, and the whole onus of distribution was thrown upon independent Examiners, so that the Teacher had nothing to do with it. He had found it work admirably. Mr. Alexander was, and always had been, opposed to the Prize system. There was no comparison between the University and School Prizes. The former was voluntary, the latter compulsory. Mr. Platt thought the chief objection to the Prize system was the unnatural stimulus it created among children. The stimulus was unnatural, and like every other stimulus created an appetite which required continued renewal. Mr. King agreed very much with the remarks Mr. Miller had made. He thought the system he had propounded was both judicious and beneficial. Although he did not consider that either a Book, or a Card, was necessary, provided some distinctive mark was put upon the child. Mr. McAllister thought the Prize system if judiciously carried out, was in consonance with the laws of nature, and was fitted to assist their boys in the race of life. It was as powerful a stimulus as could be administered, either to children, or children of larger growth. The report was adopted by a majority of 16 to 4.

THE PROPOSED NEW SCHOOL ACT.

The Convention took up the consideration of the new School Act, as amended by the Chief Superintendent. On Section 4, referring to the qualifications of County and City Superintendents, being read, Mr. Dixon thought that no one should be appointed as Superintendent who was not a practical Teacher and holding a First Class Certificate. Mr. Miller moved that the following be added to the clause: "And all Candidates for the office of County Superintendent shall be required to have taught for at least five years." Mr. Brebner, insisted on Superintendents being well educated men. Mr. Scarlett said Doctor Ryerson had been very definite on that point on his travels. He was in favour of local Superintendents being men of experience and high standing. Mr. McCallum suggested that any practical Teacher should be eligible. Mr. Campbell had taught under six or seven Superintendents, and the most efficient of these had been Clergymen. Mr. Archibald deprecated the idea of a man holding only a County Certificate being appointed a County Superintendent. There was no definiteness in such a qualification. Mr. McLellan said that he had been examined in several Counties and he had found a very striking similarity in the examinations.

These examinations did the Teachers good, because it made them fortify themselves on all points. Mr. Scarlett said he thought it would be sufficient for a man to be an experienced Teacher, to enable him to the appointment of Local Superintendent. Mr. Hodgins thought the Convention need be under no fear of the standard being fixed too low; the danger was it might be fixed too high. At present, with many honourable exceptions, several inefficient Superintendents had been appointed. Their School expenditure approximated to $2,000,000, and it was of the utmost importance that a rigid oversight should be kept in regard to this large expenditure. Other Countries were much in advance of us in the matter of Inspectors, and he should like to see the English system introduced. Now, in Canada, the only standard for the money grant was average attendance; but very soon they must introduce a system making "results" the standard of money grants. He did not entirely object to the Resolution, yet at times it might occur that a man with every possible qualification in the highest degree might present himself, and it would be a pity by any clause as the Resolution indicated to exclude such a man. Mr. Embree agreed with the remarks of the Deputy Superintendent of Education. He thought it would be rather hard to cut off capable men who had taught successfully in a Grammar School. Mr. Brebner thought such prizes as Superintendentship should be confined to the Profession. At the same time, he would argue for a thorough examination being passed by every one before being appointed as Superintendent. The amendment to the clause as proposed by Mr. Miller, was carried by a large majority. Mr. Dixon then proposed to move a Resolution to the effect that Superintendents now in office should retain office. Mr. Hodgins thought it would be invidious that they should retain office on the old low standard, while all new appointments should enter on the higher standard. Mr. Dixon then withdrew his motion. On Section 9th being read, Mr. Dixon said the Examinations should be left in the hands of the Superintendent. Mr. Hodgins explained that the purpose was to hold all Examinations throughout the Province at the same time. All the Papers would be prepared by the Central Board, and the Superintendent and his associates would be only the machinery by which the work of the Board would be carried on. There would be a uniformity of standard over all the Country if the Bill passed, which they have never had. The Papers would be returned to the Central Board, who would award the Class of Certificate to the Candidates. A lengthy discussion ensued, but ultimately the clause was adopted. Clauses 5 and 6 were passed. When clause 7 was reached, Mr. McCallum thought the maximum sum of $1,200 as the salary of local Superintendents should be struck out. Mr. Hodgins said the idea was in the framing of the Bill to get the Government to come up to the maximum amount. If that were struck out he feared the whole clause would be lost. Mr. Dixon moved that the original clause be passed as it stood. (Carried). A discussion took place on the 9th clause, but it was finally adopted without amendment. The various clauses to the 25th, inclusive, were read and argued, and carried without amendment. A slight discussion ensued as to clause 26, which defines the Summer Vacation to be from the 15th July to the 15th August. The City Teachers thought it might interfere with their present extended Vacation. The Deputy Superintendent explained that the law would apply to rural Schools, but that in Cities a latitude was given to Trustees. The reason for fixing uniformity of Vacation time was owing to the fact that rural Schools were paid according to average attendance, whilst in Cities the grant was given according to population.

The Grammar School Bill.*

The Grammar School Bill was next read over by Mr. Dixon. When Section 3 was read, Mr. Hodgins said, in reply to Mr. McMurchy, who wished the word "commercial" inserted before "education," that no difficulty would arise in that matter. The circumstances of the Country demanded that what had been so much overlooked by

*See discussion in the Grammar School Convention, page 140.

Trustees in the matter of commercial education must be attended to; and in the Regulations under the Act, no doubt this matter would occupy a prominent place. The Bill was read to the end and adopted. Mr. Miller proposed a vote of thanks to Mr. Hodgins, for his kindness in attending at their Convention, which was heartily responded to. Mr. Hodgins thanked them, and spoke of their School System, which from a thing of obscurity, had now become well spoken of outside of Canada, and many parts of it was being copied by several of the other Colonies.

What Subjects should be Taught in our Schools?

Mr. Miller thought the principal subjects that should be taught in our Schools were the three R's,—Reading, Writing and Arithmetic. There were the fundamentals, and to these the energies of the Teacher should be principally directed. Or rather instead of Arithmetic he should say Mathematics, including Algebra, Geometry and Mensuration. The last he considered of great importance in agricultural Canada. He considered Physiology as next in importance, because in some rural districts where medical aid was not always at hand and accidents were so frequent, it was very necessary that some knowledge of Physiology should be diffused among the people. Grammar he considered, was of next importance, and then Geography. Book-keeping should come next, and then Business Correspondence, and after that History. He would also have a little Music occasionally. Mr. J. Cameron read a brief but able paper on the subject, and argued for the utilitarian element mingling largely with their system. He maintained that length, breadth, accuracy and symmetry should characterize all teaching. There was too much in the Schools of leaving the pathway of industry to gather flowers

Which wither in a day.

They should stick to the good hard work of every day life. Mr. McMurchy thought Grammar should succeed the three R's. Respecting Arithmetic, he could state from experience, that that subject was far from being efficiently taught in their Common Schools, and he was prepared to show that if the rule with respect to entrance to their Grammar School was rigidly enforced in the matter of Arithmetic, 50 per cent. of the Candidates would be turned away. Mr. T. M. Brown argued for the teaching of Agricultural Chemistry and Botany. They were an agricultural people, and by giving Farmers' Sons a good idea of these two Sciences, they would advance the interests of the Country more than by teaching the principles of the Binominal Theorem. Mr. Brebner argued for more attention being paid to Composition, and gave some good hints on the method of teaching that important study. Mr. Scarlett thought that their great care should be the formation of the character of their Pupils. He need not introduce Creeds, or Religious teaching directly, but every day the Teacher, being a good man himself, has many an opportunity of impressing his own character upon those of his Pupils, and he should lose no opportunity of doing so. He thought Mental Arithmetic might be of great use in quickening the energies of the Pupils. Mr. Dixon thought that the subjects already taught in our Schools were just what should be taught, if only a little Natural Science was added. Mr. McCallum spoke of the importance of teaching their Girls Sewing. But the great matters after all were right habits of thinking and acting. These should be at once at the bottom and summit of all their energies. To teach our Pupils how to learn is the business of the School Room; the formation of right habits of thought and action, the most important part of a Teacher's duty. For it is not the abstract acuteness and capacity of any mind, but the proper direction of its powers that should be a matter of tender solicitude. As the humblest talents plighted to truth, and wisely directed, may prove an enduring blessing. To educate our children is to give them strength of purpose, discipline of mental energies, self-command. The great argument in favour of this plan is, that it is the way God has been pleased to act towards our race, and the nearer we come to act as He does, the better we shall fulfil the great object of life.

MEETING OF THE ONTARIO GRAMMAR SCHOOL MASTERS' ASSOCIATION.

The Third Annual Meeting of the Ontario Grammar School Masters' Association took place on the 4th instant. Mr. Wm. Tassie, M.A., Galt, President of the Association, in the Chair, and Mr. J. Howard Hunter, M.A., Dundas, acting as Secretary. The President read the following Address:—

On meeting you on the present occasion, the Second Annual Meeting of our Association, I have, Gentlemen, to return you my warmest thanks for the honour you have done me in electing me your President.

In the Programme, three objects have been proposed for your careful consideration, videlicet:—The High School Bill, the proposed curtailment of Summer Vacations, and the incorporation of the Association. Without entering on the provisions of the High School Bill, I would remark that, if the proposed marked changes in our present Grammar School System should take effect, the only practicable way of introducing, so to speak, the measure to the Country, would be to vest in Doctor Ryerson and the Council of Public Instruction, a large discretionary power; and such a course naturally suggests itself to us, viewing as we do, the Educational Institutions which now exist among us, Institutions which will cause his name to be recorded in the history of this our Common Country.

Classical Study,—English the Basis of our System.

The propriety of the study of the Classical languages seems to be periodically called in question. It is, I believe, generally conceded, however, that the study of those languages is more than any other conducive to the development of the mental powers, and so we may leave the subject to the able advocacy of Mr. Stuart Mill, the *North British Review*, and others. The object Mr. Lowe had in view when he depreciated the study of Classical Literature,, was to speak against the system of the University of Oxford, which gave particular attention to Classics and nothing else. He attached the greatest importance to the study of Classical literature. He found that Boys who took precedence in Classics showed themselves equally proficient in everything else, and he was convinced that the study of Classics had an excellent effect on the mind. Notwithstanding all this, however, the English language should form the basis of our System of Public Instruction, and this can be done, I think, without interfering with the study of those languages, which has another aspect, and that is, their utility in the acquirement of a thorough knowledge of our own composite language. For this purpose a limited knowledge of Classics by competent Teachers is more than desirable.

Communications Relating to Upper Canada College—Report—Addresses.

The Secretary said that during the year he had received a vast number of Communications on the subject of the Upper Canada College investigation.

The Secretary read the Report of the Executive Committee, which was taken up seriatim, and adopted.

Mr. Kirkland moved, and Mr. Houghton seconded, that the President be requested to invite the Reverend G. P. Young, M.A., late Inspector of Grammar Schools; the Reverend J. G. D. Mackenzie, Inspector of Grammar Schools, and Mr. J. G. Hodgins, LL.B., Deputy Superintendent of Education, to address the Association.

Proposed Curtailment of the Summer Vacation.

The President said that the next question to be taken up was the proposed curtailment of the Summer Vacation; but he would say that he did not understand that it was proposed to curtail the Summer Holidays. The Secretary then read Clause 26 of the new School Bill, which provided that the Holidays for all the Public Schools should

be from the 15th July to the 15th August inclusive. Mr. Woods thought that so far from shortening the Vacation, it should be lengthened. Mr. Houghton agreed with Mr. Woods as during the Summer Holidays in some parts of the Country it was not possible to have as large an attendance in the Summer as at other times of the year. The Reverend Mr. McClure felt that the Summer Vacation was now quite short enough. Mr. De Roche held that in the Country, the Boys were generally busy in the Harvest field. Mr. Woods gave his experience in connection with the Kingston Grammar School, the Pupils in which he said were all from the City and vicinity, and although they were not engaged in Farm work they were absent fully two days in the week, attending Sabbath School excursions and pic-nics. He believed that if the Holidays were extended until the 1st of September, great benefits would accrue to the different Schools. Mr. Houghton moved, seconded by Mr. De Roche,—"That this Association views with regret the threatened curtailment of the Summer Vacation, as it considers it likely to have an unfavourable effect upon the attendance, particularly at a country Grammar School, and that the President and Secretary be a Committee to wait on Doctor Ryerson and urge on him the views of the Association in the matter."

CHANGES IN THE ADMINISTRATION OF EDUCATIONAL AFFAIRS.

Mr. Buchan introduced as an additional subject for discussion, "the consideration of the proposed changes in the Administration of educational affairs," and held that it would be advisable to retain the present system of Administration until a better one presented itself. The Local Legislature was somewhat jealous of the power of the Education Department in the expenditure of money, and the matter was likely to go by default. Mr. Houghton wanted to ask if it had ever been considered by the Association whether those persons in the Council of Public Instruction were qualified by their scholarship for the positions they held. Mr. Woods did not see the feasibility of changing the Administration as proposed, as with every change of Ministry there would be a great deal of confusion. The Secretary deprecated the adoption of the proposed system as having a tendency to bring Teachers into the arena of politics. Mr. De Roche did not think that the proposed change was so much to be feared as Mr. Buchan and the Secretary would lead them to believe. The previous history of Canada showed that a change of Government did not in all cases imply a change of Officials. Party feeling was not permitted to run so high in Canada. Mr. Thorn did not think that party feeling would interfere with the Administration of the business of the Department of Public Instruction. Mr. DeRoche would ask, did not the Government introduce every educational measure, whatever party was in power? It did; and, therefore, there was nothing to be feared in the proposed change in the Administration of educational matters. Mr. Buchan moved, and Mr. Hunter seconded, that this Association views with alarm the attempt to change the general system of administering the Education Department, and we earnestly deprecate the proposition to abolish the office of Chief Superintendent. The yeas and nays were then called for, and the result of the vote was that the motion was lost.

REPRESENTATION IN THE COUNCIL OF PUBLIC INSTRUCTION.

Mr. Kirkland moved, seconded by Mr. Woods, that the Executive Committee of the Association take steps to urge on the proper Authorities the importance of having a Representative of the Grammar School Teachers' Association in the Council of Public Instruction. Mr. Woods, in seconding the Resolution, said that what they wanted in the Council of Public Instruction was men who would give their attention to the educational interests of the Country, and men who were qualified for their positions. It was not the Doctor, the Lawyer, or the Clergyman, who was qualified for a position in the Council, but Teachers of experience. The motion was carried.

The Proposed High School Bill.

The most important Sections of the proposed High School Bill were then taken up and discussed separately. Mr. Woods said that he did not approve of appointing High School Trustees in the same manner as Common School Trustees were chosen, as such men as the latter did not always take a sufficient interest in matters pertaining to Education. Another point worthy of consideration was that a consequence of the passage of this Act would be, that Grammar Schools would be supported by taxation, and no fees would be collected. Teachers would, therefore, not receive sufficient remuneration for their services, and if they did not they would not spend their time for the mere love of doing so, when by applying their abilities in another direction they could receive twice as large salaries, and this was the main consideration in every occupation. Mr. Hodgins referred to the difficulty with which they had to combat during the last fifteen years in gaining public aid for the Grammar Schools. When Members of the Government had been spoken to on the subject, they replied that Grammar Schools were not as popular with the general public as the Common Schools. Originally the Grammar Schools were instituted for the purpose of assisting the University in the dissemination of Classical Education; and in carrying out the provisions of the proposed Bill there would be a great deal of difficulty in retaining the assistance they had hitherto derived from the Legislature. The barrier between Grammar and Common Schools in the shape of moneys, was now practically removed, and after the proposed system had been in existence for some years, he had no doubt the result would be made to raise the standard of Common Schools. The Reverend Mr. McClure asked Mr. Hodgins if anything had been considered in drafting this Bill in reference to qualification for Trustees except property qualification? Mr. Hodgins answered no. Mr. Hunter, the Secretary, with all deference to the Education Department, would say that the Grammar School Masters of the Country should have been consulted before such a sweeping measure as that proposed was adopted.* Mr. Kirkland felt that they would have some difficulty under the proposed Act in getting men properly qualified to occupy the position of Trustees. They should try and get from the Legislature the privilege of electing some men for their educational qualifications. Mr. Buchan believed that if all the Boards of Trustees were elective there would be no difficulty on the money question; and it was also his opinion that when the Trustees felt that they were in charge of both the highest and the lowest educational institutions, they would begin to take pride in discharging their duties properly. They would, in fact, feel that their reputation was at stake, and that they were expected to make every School as efficient as possible. When the Trustees were all elected, men of educational qualifications could not always be got on the Boards, but they could get men of wealth to fill the position of Trustees, who would represent the thinking and mercantile classes of the people. The Reverend Mr. Young said, he believed there was no obligation on County Councils, or other public Bodies to contribute one cent for the support of Grammar Schools, and that had created very serious difficulty in various parts of the Country. Trustees and Masters had been in continual fear of the means they were receiving being extinguished, and Archdeacon Patton of Cornwall had told him that he was ashamed to be going year after year to the County Council, hat in hand, asking their assistance for the School. In order to be able to receive money from the County Councils they must have control of the Schools, and to give them that power would result in the extinguishing of a number of the poor Grammar Schools of the Country which he thought would be very wholesome. Mr. De Roche said, that his experience in teaching Grammar Schools was that the Gentlemen who were elected as Common School Trustees were quite as liberal in voting money for the support of Schools as the Gentlemen appointed to the County Council. He thought the elective element was quite as intelligent and

*In making this remark, Mr. Hunter lost sight of the fact that the Bill was fully discussed at the County School Convention, to which Grammar School Teachers had been invited by the Chief Superintendent of Education.

just as much interested in School matters as any person they could get; and that interest in those matters was of even more importance than scholarship. Mr. Woods next drew attention to a Clause in the Act, which provides that when a Boy goes to a School not situated in the Municipality in which he resides, that Municipality is obliged to pay *pro rata* for him. Mr. Hodgins, in response, said that if that Gentleman would refer to the clause he would find that it contained the words "of that County." It was not intended to apply to Pupils going from one part of the Province to a School in another County. The Secretary said that there was to be no fee fund nor any County Council assistance under this Bill, and the question was, could the Grammar Schools be supported when those two sources or revenue were cut off? Mr. Hodgins wished to put in an exact position before the Meeting the state of affairs under this Bill. The Board would be elected in July, they would then meet and settle as to the amount which would be required to maintain the Common and Grammar Schools of the locality, and having done so, they would send in their Estimates to the Council of the Municipality. By Law that Council must raise the money, and it was immaterial to the Board how the money was raised so long as it was provided. It would certainly be a question of locality as to the capacity of raising the money; but the whole process was one so often tried in the Country, and so successfully, that he did not see any difficulty at all in the matter. The full amount required to maintain the Schools would be raised by the Municipality and the Legislature together, and as for the Common Schools, he had never known of any difficulty in raising the money required for their support. The President,—In the case of such a place as Dundas, would the Town be compelled to raise the money for the support of the School without the assistance of the County in general? Mr. Hodgins,—A certain portion of the County would be set apart as a Grammar School District, and each Municipality therein would be required to assist in raising the money for the support of the School.

Clause 9 of the Bill was then taken up. It provided that any Grammar School having an attendance of seventy Pupils, not less than twenty of whom shall be studying Latin, shall be entitled to take the name of "Collegiate Institute," and to receive an Annual Grant of $750 from the Superior Education Fund. Mr. Kirkland remarked that under this clause Kingston would not be entitled to have one of those Institutes, as the attendance was only 65, and it was necessary that there should be a High School in that City. The Reverend Mr. Young would ask the Secretary did he mean that the Bill would extinguish them as High Schools? The Secretary,—As Classical Schools. The Reverend Mr. Young,—It is perfectly certain that Girls equally with Boys must, under this Bill, be admitted to the Grammar Schools. In that case the education in the High Schools ought to be adapted to the wants of both; and so far as Girls are concerned, I am of the opinion that it should not be Classical. I would not debar any Girl from the study, however. The Reverend Mr. Young was of opinion that with a large class of Boys also their education should not be Classical. The effect of the Bill would be to extinguish most of the Classical Schools in the Country, while it made it imperative that Latin shall be taught to such Pupils as it was their Parent's desire should learn it. He thought the course ought, in the main, to be the course of instruction in the higher parts of English. At present, in the highest Common Schools in the Country, the knowledge of English obtained was exceedingly small, and the same was the case in England. He had examined Boys who, when they were asked to read a plain English paragraph, did not, by the manner in which they read it, show that they understood its meaning. He, therefore, thought the Common Schools were defective in this respect, but believed that a system of education could be introduced in those High Schools, which would send forth average Pupils, of say fifteen years of age, with a knowledge of the English language far beyond what they now obtain. That was one point he would aim at. Another main feature which he would desire to see introduced into the Schools, is the element of Scientific Education. In the Grammar Schools generally, there was nothing of the name of Physical Science at present taught. Neither

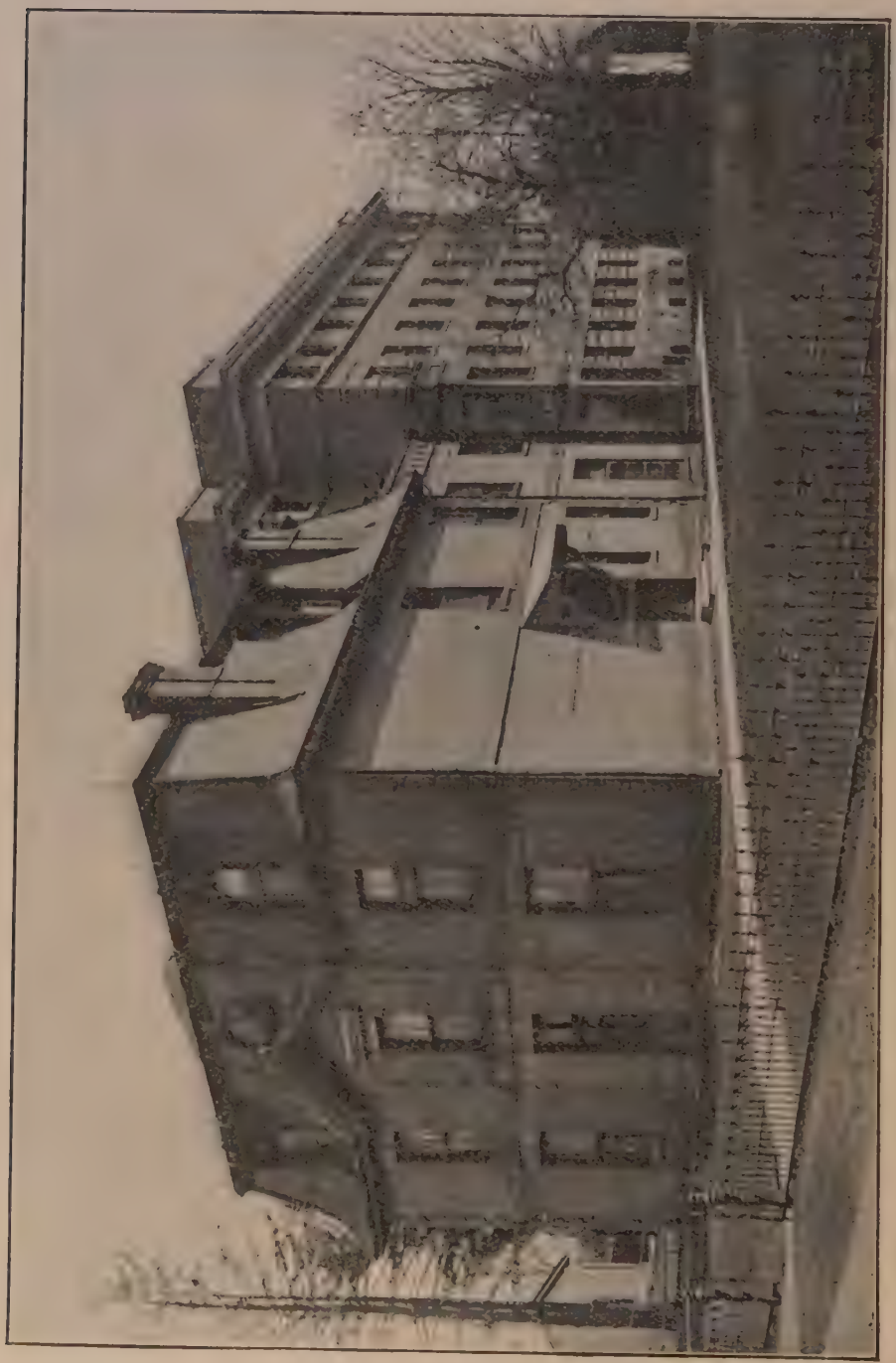
was there in the Schools of the Country generally, whether in private, or other Schools. He would make these two things chief in the High School; but, of course, he would connect with them Mathematics, French, and all other branches now taught. In that way, he thought, a system of Education of infinitely more value than that existing might be taught. The Secretary,—Professor Young, what would you make a test subject in a Grammar School? In answer to this question, the Reverend Mr. Young said that a good test subject ought to be a high course of English instruction, and then gradually, as the Masters themselves entered into his ideas of the subject he would introduce Physical Science taught in a different way from the manner in which it is now taught. If the Teachers would read the last part of John Stuart Mill's work on Logic, they would see what he meant. Frankly, the speaker believed, that to give a high Classical education in the bulk of our Grammar Schools was impossible, and yet it was desirable to have it. He would desire to have a dozen Schools in different parts of the Country doing the same substantial work as Upper Canada College, but with some improvements. They should be a class of Institutions essentially different from ordinary High Schools. Mr. Hodgins explained, that under the proposed Bill, they would be able to retain the old system of apportionment by average attendance, and also adopt the new system of granting money according to the merits of the School itself. These Institutions, if properly conducted, would perhaps reach a higher point of excellence, and it was a fact, which could be proved, that a larger number of Institutions in the Country could be made to reach the position required for the standard Collegiate Institutes than they supposed. The 5th Clause was next referred to, when, in answer to a question, the Reverend Mr. Young said, that one or two Inspectors of Grammar Schools could not efficiently do the work of examining Pupils for admission to the Schools as the Act required. The Secretary asked why the question of admitting Pupils was not left to the Grammar School Masters. Mr. Hodgins said, that there had sometimes been a pressure to get Pupils into the Grammar Schools, and the odium of refusing them had fallen upon the Masters. This explanation was deemed satisfactory.

At this point, Mr. Kirkland moved and Mr. Woods seconded the following resolution:—"That the thanks of this Association be given to Mr. Hodgins and the Reverend Mr. Young for their attendance and explanations." Carried. Mr. Hodgins and Mr. Young made suitable replies.

Minister of Public Instruction.

In answer to a question on this subject, the Reverend Mr. Young said that the proposed change was, in his opinion, one that would be very injurious to the educational interest of the Country. It was very plain that such a Minister could only devote a small portion of his time to his duties, as perhaps he was a Lawyer, or a Member of the Government; and, at the present day, when there were so many important educational questions arising, it seemed monstrous that the educational interests of the Country should be in the hands of a person who could only devote a small portion of his time to them. The Office should be filled by a man who would make the duties connected with it the whole business of his life. It had been said that the present Chief Superintendent should be appointed President of the Council of Education, and he could then give his advice to the Ministers of Public Instruction. The Speaker thought, however, that he would have the whole power in his hands, as the Minister would rely upon him, and notwithstanding that the President would have the power, he would not be responsible for the use he made of it. Some modifications might, in the Speaker's opinion, be wisely introduced into the Constitution of the Council of Public Instruction. He was strongly of opinion that the Teachers themselves should in some way or other, have a more direct influence in that Body than they

had yet possessed, either in some of them being Members of the Council, or in some other way, for nobody could be so well qualified for it as Teachers who were connected with education every day. The Reverend Mr. McClure asked if it was the Reverend Mr. Young's opinion, that the number of Pupils sent to the Universities from these High Schools, would be increased if the Act went into operation. The Reverend Mr. Young answered that he did not think so, nor did it make much difference. The thing was to have the Country well educated.



QUEEN'S HALL—THE WOMAN'S RESIDENCE OF UNIVERSITY COLLEGE.

APPENDIX TO THE TWENTY-FIRST VOLUME.

Queen's Hall—The Woman's Residence of University College.

For many years University College lacked a Women's Residence; our *Alma Mater* sheltered only the Alumnus and could not foster the Alumna. The need was keenly felt by many Women Students, but it was not until the spring of 1893 that a number of Ladies, feeling the same necessity, and recognizing the value of such an Institution as a humanizing force in a University, formed an organization called the "University Women's Residence Association," with the object of arousing interest in the question, and collecting, if possible, the necessary funds for its erection. Subscriptions were solicited, and an attempt was made to spread the knowledge of the effort by forming auxiliary Committees in various places in Ontario. The Fund thus started was augmented by the proceeds of Lectures given under the auspices of the Association from time to time, and a dramatic presentation of scenes from Homer, in the original Greek. As the money obtained in these ways was by no means sufficient for the object, the matter was brought before the Government, with the result that four Townships in Northern Ontario were set apart for the purpose. These have not yet been sold; but, in the meantime, the University fitted up the former Howland Residence in Queen's Park, and opened it as the "Queen's Hall" in January, 1905,—the funds of the Association contributing to its support. In consequence of the untiring efforts of devoted Graduates, and the Wives of the Members of the Faculty, who have ever been its tutelary Goddesses, the Women Students now enjoy comforts which are at once artistic and gratifying. On the actual establishment of the Residence, great interest was shown by gifts of Books, Pictures and other furnishings that contribute much to the home-like atmosphere that prevails. Success followed so immediately that, in the following Summer a large wing was built, which stands in a commanding position, and serves daily as a reminder that, in the future, a new body will be added to this unattached Member, and then, it is hoped, there will be a Building quite adequate for all the Women Students of University College. At present nearly fifty Students are accommodated, and, under the able direction of Mrs. Campbell, are happy to find that now, at last, *Alma Mater* truly deserves her ancient cognomen "gracious."

The Townships set apart for the Women's Residence are the following:—Currie, Egan, McCann and Warden; together with such portions of Walker and Milligan as may be necessary to replace the lands in the other four Townships which have been taken up under the Veterans' Allotments Act.

To Miss L. Hamilton the establishment of the Women's Residence Association was due; and to her untiring energy and devotion the present condition of Queen's Hall may be justly, in a large measure, ascribed. The Hall was so named in honour of Her Gracious Majesty, Queen Alexandra; who was pleased to signify to the College Council her willingness that her interest in this, as well as in all other Institutions for the benefit of Women, should be so recorded.

Dean: Mrs. Campbell, (Widow of the late Reverend John Campbell, Professor in the Presbyterian College, Montreal).

Board of Control: John Hoskin, LL.D., K.C., President Loudon, Mr. C. S. Gzowski, the Principal of University College, Professor Van Der Smissen, Professor Squair and Professor Fletcher.

Advisory Committee of Ladies: Miss L. Hamilton, Mrs. R. Ramsay Wright, Mrs. J. F. McCurdy.

Contributors to the Queen's Hall.

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—Communicated.

Annesley Hall—The Woman's Residence of Victoria College.

The movement to erect a Women's Residence in connection with Victoria University received its first important impetus in the year 1896, when the will of the late Mr. Hart A. Massey bequeathed the sum of $50,000 for the purpose. The money for the purchase of the Land Site was afterwards raised by an Association of Ladies interested in the University, of which Mrs. George A. Cox was Treasurer. The original gift of Mr. Massey was also supplemented, while several others contributed largely to the Furnishings. The Hall was opened to the Students in October, 1903. It has proved to be a most popular Institution, and has more than fulfilled the objects which its Founders had in view.

In 1899, the Executors of the Massey Estate intimated their readiness to pay this Bequest as soon as the College would select and place at their disposal a convenient Site. To meet this latter want a Ladies' Association, known as "The Victoria Women's Residence and Educational Association," was organized. In a short time they had collected a considerable sum of money for the purchase of a Site, and the furnishing

ANNESLEY HALL—THE WOMAN'S RESIDENCE OF VICTORIA COLLEGE.

of the new Building. In 1901, a portion of Land was purchased from the Trustees of the University, furnishing a Site and also a Campus for Athletic purposes, and building operations were at once commenced.

In May, 1902, the Corner Stone was laid, on behalf of Mrs. Eliza Phelps Massey, by Mr. Chester D. Massey, and the Building was completed and occupied in the Autumn of 1903.

The cost of the Building and furnishing was approximately Ninety thousand dollars, ($90,000); and, while not the most expensive Women's Residence in connection with our Canadian Universities, yet it is surpassed by none in the extent of its accommodation and the completeness of its appointments. It provides for the residence of fifty-six Students, besides Officers and Servants. That it supplies a real want is obvious from the fact that every Room has been occupied from the week of opening. Our most experienced Educators hope that this is but a step towards a section of our Provincial University, providing amply for the educational needs of our Young Women. Another step in the same direction is the proposal of Mrs. Massey-Treble to erect and equip a University Laboratory for Household Science.—*Communicated.*

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